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ABSTRACT

This module is intended to help guidance personnel in a variety of educational and agency settings increase their skills in (1) choosing a theory-based practical program development model that will promote the conceptual framework for the entire planning, supporting, implementing, operating, and evaluating cycle; (2) analyzing needs and priorities and stating program goals related to them; and (3) stating program objectives in terms of outcomes that clients are expected to achieve. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. (KC)

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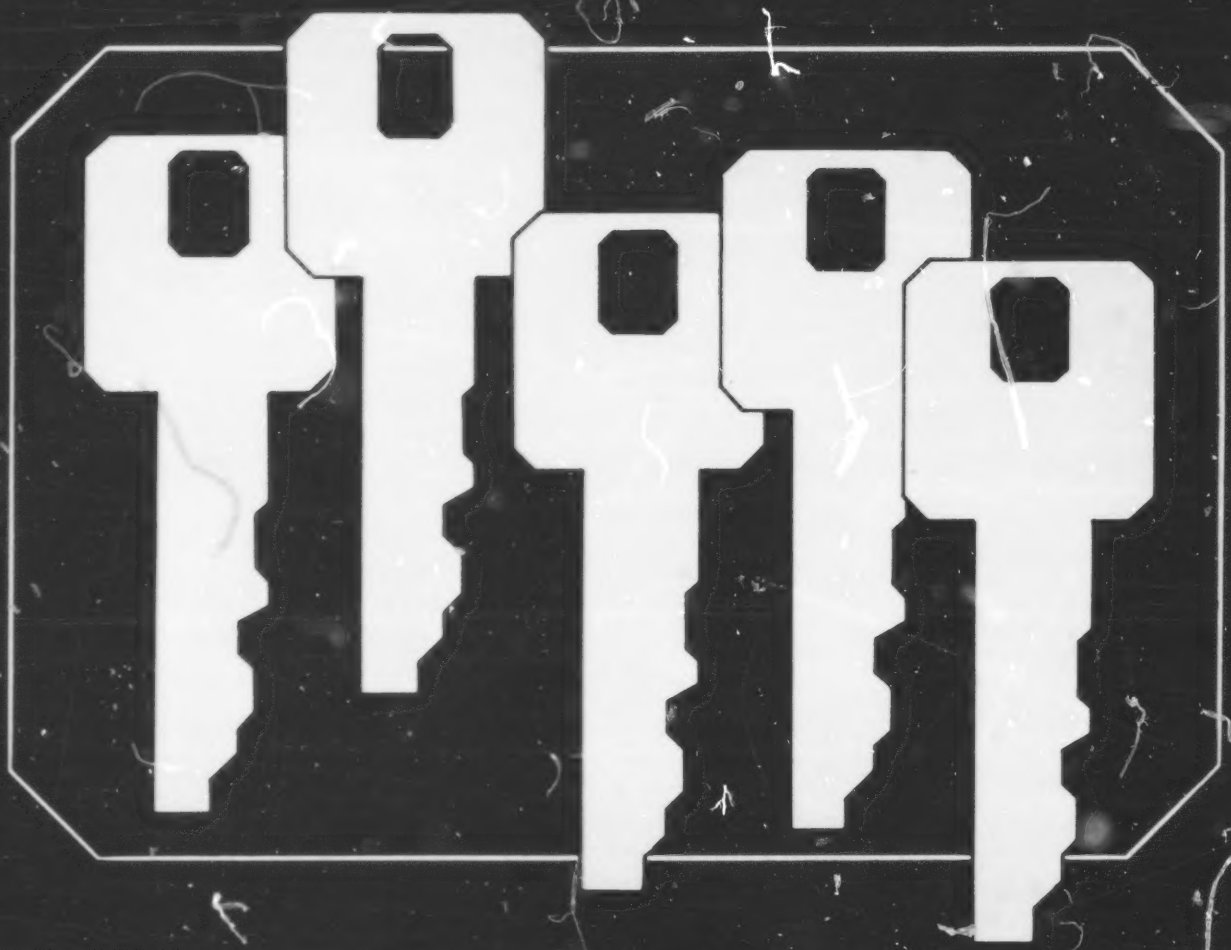
Build a Guidance Program Planning Model



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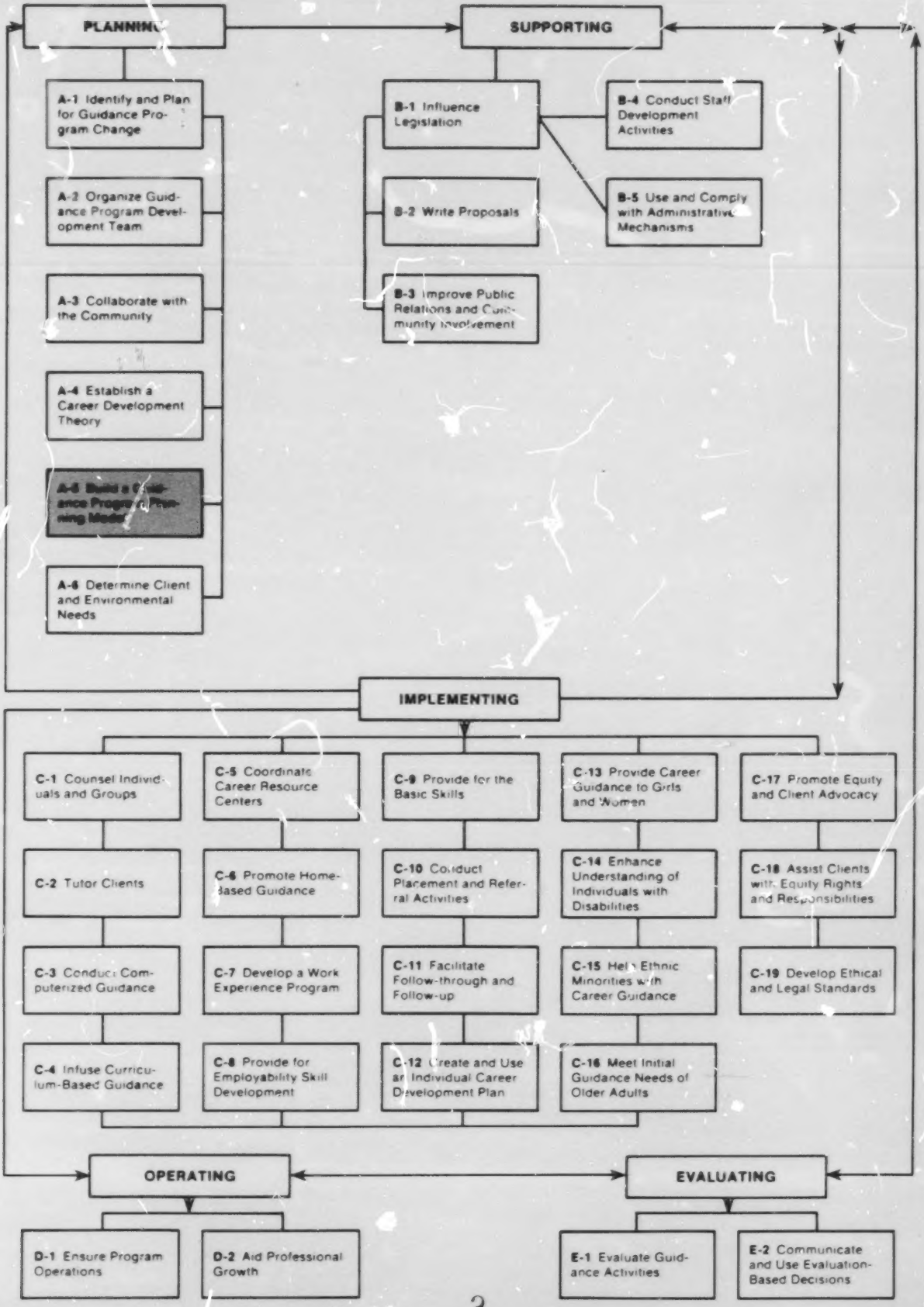
COMPETENCY-BASED CAREER GUIDANCE MODULES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SUPPORTING
A-1 Identify and Plan for Guidance Program Change
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
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EVALUATING
D-1 Ensure Program Operations
D-2 Aid Professional Growth
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Build a Guidance Program Planning Model

MODULE CG A-5

Module CG A-5 of Category A — Guidance Program Planning
Competency-Based Career Guidance Modules

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application; each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

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- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
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- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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ABOUT THIS MODULE

BUILD A GUIDANCE PROGRAM PLANNING MODEL

GOAL

After completing this module, guidance personnel will have gained increased skills need in choosing a theory-based practical program development model that will promote the conceptual framework for the entire planning, supporting, implementing, operating, evaluating cycle; analyzing needs and priorities and stating program goals related to them; and stating program objectives in terms of outcomes that clients are expected to achieve.

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

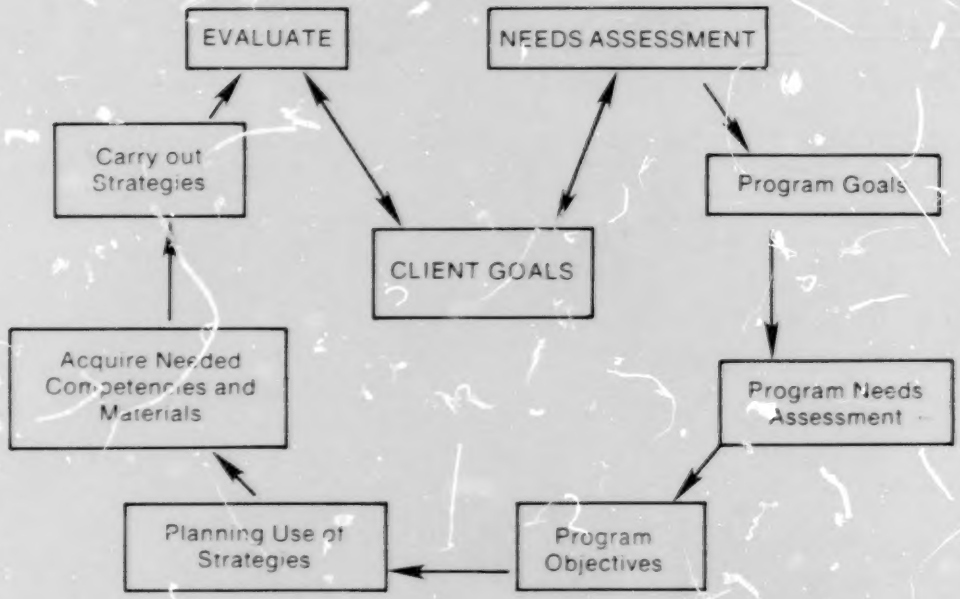
INTRODUCTION

Once you have talked about change and the need for change with your fellow team members, and have philosophized about how individuals get into the right career and how you can help them, it is difficult to step back and begin the somewhat tedious process of program planning. We all know that planning is important, but providing career guidance is so much more fun! However, it is this very line of thinking that has caused difficulty for the agencies providing career guidance to many clients. This reluctance to establish tangible, mutually agreed upon goals and objectives has also made it difficult to convince "others" that we do in fact earn our money, that we do help clients through techniques and program strategies, and that we do assist in their career development.

Before beginning your **planning process**, you must decide what steps that process will entail. Good program planning is really just organized thinking that provides direction for knowing what needs to be done, how it will be done, who will be responsible for getting it done, and for assessing how well it was done. Represented graphically the steps in program planning may be conceptualized as follows.

Figure 1

Program Planning/Evaluation Loop



You need to determine where **you are** in that circle at the time planning begins. The basis for program planning is identifying the service you expect to deliver to your clients. If your program is already operational, then you must reclarify (or clarify for the first time perhaps) what you expect your clients to do as a result of your program efforts.

First identify the steps you want to take in planning your program. Then assess the needs of your program's clients, and the needs of the system in which you operate, its constraints and conditions. You need to agree upon program goals. What do you all agree your clients should be able to do differently as a result of the program efforts? What concepts, processes, skills, values, and attitudes should the clients who complete your career guidance program possess? This includes decisions like: Should every student, youth, and adult have a saleable skill upon graduation from school? Should JTPA program participants be able to specify career development plans which allow them to capitalize on opportunities for upward mobility?

Next, specify the objectives that have the most priority in your program. For every goal you have agreed upon, several client performance objectives will be necessary. The goal is a statement of an ideal; the objective is a statement of who will be able to do what as a result of what program activity and expresses a minimum competence level for that expected behavior. Taking the JTPA participant mentioned in the above paragraph, an objective related to his/her opportunity for upward mobility plan might read: Each participant in the Adult Work Experience Program, after two visits to private sector work sites and interviews with his/her personnel directors, will be able to accurately list the five subsequent jobs up the ladder from the entry level job for which he/she is being trained. For example, the typist-clerk trainee will know that the next five jobs up the ladder are Typist Clerk I, Typist Clerk II, Typist Clerk III/Supervisory, Office Manager, and Administrative Assistant. A companion objective for the same goal for the JTPA participant might read: Each participant in the Adult Work Experience program, after having been guided through assessment of his/her own work values, will be able to explain a rationale for the tentative career goal stated. That is, if the individual says he/she wants to be president of TRW someday, then that person must be able to explain how this choice fits in with his/her personal values.

By assuming a leadership role in career guidance, you and the other team members have accepted the responsibility for coordinating, and when necessary leading, the program planning process. It is most important that you view this opportunity as worthwhile, and that you believe in the value of the planning process. Do not become overwhelmed by some of the technical jargon that people use when discussing program planning. Remember: Planning is just organized thinking! It should be seen as a vehicle for bringing clarity to your program description.

By working through this module, you will become familiar with some ideas and techniques to use in selecting the program planning model that fits with your program and your expected client outcomes. You will also explore some ideas and techniques for clarifying your program goals and specifying objectives for your program and its clients.

Describing Alternative Planning Models

Competency 1

Describe alternative planning models currently in use such as goal-based planning, long- and short-range planning, formal and informal planning, and collaborative and direct planning and state the advantages and disadvantages of using each.

Enormous words have been written and spoken describing and defending various planning models. People who have found a process that works for them can spend a lot of time trying to convince you to use their model. However, you need to find the model that works best for you and your team, for you and your program, and for you and your work setting.

Planning, by definition, begins the systematic process for designing, implementing, and evaluating a program. Some alternative models for planning are described in this section.

Goal-Based Planning

This model is based upon assisting clients to meet identified **behavioral goals** or outcomes. **Program goals**, both direct and indirect, are also identified. Identified goals for client behavior include such mutually agreed upon statements as "Each student who graduates from a California high school will value his/her contributions to society." In this model, every phase of the designing, implementing, and evaluating process relates back to the clients' attainment of these ideal behaviors. The program is focused on its products.

Advantages of goal-based planning include a **clarity** of direction for assisting clients as well as for the implementation of the program. Evaluation is facilitated by the clear definition of what it is that the program operators expect from the program: either the clients reflect the impact of the program or they do not.

Disadvantages of this model might be that an inordinate amount of **time** is spent clarifying what everyone already knows. There is also a tendency for programs planned on this model to be "set in concrete" and thus unresponsive to changing client or system needs.

Long-Range Planning

This model **projects** where the program will be five, ten, twenty years into the future. The focus is less on detailed activities or strategies for helping specific individuals at a given moment, and more on large, **overall** societal impact that will be felt in the years to come.

Advantages to long-range planning include allowing the program developers and implementers to keep in front of them the "**big picture**", and providing some **continuity** from year to year without regard to staff changes in working with clients. In a developmental guidance program, it is important for both the program operators and the clients to be able to project what will happen over the span of their involvement with the program.

Disadvantages to this model might be an unresponsiveness to **immediate** crisis or to unexpected changes that occur for the clients or for the system. It too, can entrench a program "in concrete". Another disadvantage is the loss of attention to the day-to-day **detail** in which everyone functions, both clients and program operators.

Short-Range Planning

This model focuses on planning for the **here and now**. What should be accomplished today, this

week, this month, this semester, this training session, this year? Often it is tied to a long-range plan. The combination of long-range planning and short-range planning is necessary to have either work properly.

A disadvantage of short-range planning is that it is difficult to assess overall program effectiveness or long-term societal impact. It is also difficult to develop strategies for overall program improvement.

Formal Planning

This model entails you and your team sitting down and working through the planning process **step-by-step**. Usually, a planning report is developed and approved in order to clarify for everyone concerned what it is that you intend to do.

Advantages to formal planning are that everyone concerned can and should know what the program is about and can check on its progress toward the clarified goals. New people coming into the system can more easily be integrated and helped to fit into the system. Formal planning also allows for efficient **evaluation** of the program's effectiveness.

The disadvantages include the potentially long period of **time** that the planning process might take. Formality of this process can interfere with the creativity often required in career guidance programs.

Informal Planning

This model entails **less structure** than the formal planning model. Although the same steps are taken, some of them are taken implicitly; for example, rather than developing survey instruments to conduct a needs assessment, the assessment of needs is done through conversation or inference from people's experiences. The informality allows for more flexibility of the administration and the staff. If a crisis arises, the group gets together and resolves it (or one individual may be able to do so). It is important for a staff operating a program that is informally planned to work well together. If the goals of the program are clearly defined and understood, then informal planning can work well.

Advantages to this model are that it is a more **comfortable** way to operate for a lot of people who are not highly structured themselves. It allows program operators to be more **flexible** and responsible to new or changing circumstances. It is not as time-consuming as other models, and avoids the generation of a lot of data that is often gathered for its own sake. It allows for more latitude in decision-making based on people's professional expertise.

Disadvantages to this model are that it is difficult for others to know about the program's system; that is, it is **difficult to show others** that in fact your program is planned. Evaluation is also more difficult since often the planning is not documented. Informal planning requires skillful leadership as well as good cooperation from the team members.

Collaborative Planning

This model calls for the people who are related directly or indirectly to the delivery of the career guidance program to **work together** to plan the program. In career guidance, collaborators often include in addition to the counselors: the teachers/trainers, the hirers, the trainees (where appropriate), the trainees' parents or family (where appropriate), other policy setters, administrators, as well as interested other parties such as representatives from organized labor, client advocacy groups, and the like. The rationale behind collaborative planning is that all parties concerned can contribute to the development of the most effective program. The planning process thus becomes very open and democratic.

Advantages of this model are that the key people involved in the planning often assist in the program implementation and evaluation phases as well. Collaborative planning usually **broadens** the base of the program delivery system.

Disadvantages of this model might be that **without an effective group facilitator**, nothing would be accomplished that is useful. The career guidance program leader might end up with a plan for a program quite different from the one that he/she would have liked to develop.

Directive Planning

This model is based on the "director" knowing what is needed and seeking strategies for getting

a specific plan in place. In this model, the "director" seeks the input or approval for the parts of the planning process that he/she wants, but maintains **responsibility** for incorporating those pieces into the overall plan.

The basic advantage to this kind of planning is that the "director" ends up with the plan that he/she wants. If the plan needs to dovetail with other operations, such as state guidelines or federal regulations, the director can and should ensure that this occurs.

The disadvantage is that the multiplicity of creative ideas that often enrich a program are not as apt to be incorporated into the program. Also, a great risk is run by the director of not winning support or alienating groups of potential allies.

Choosing Your Planning Model

Competency 2

State the implications of choosing a planning model for the career development and career choice theory selected as the basis of the career guidance program.

You should select a program planning model that enhances the delivery of your career guidance program. Your planning model must be **complementary** and appropriate to your setting and the career development choice theory that serves as the basis for your program.

If your program is based on the concept that career development happens on a continuing basis throughout the life span, you would be wise to select a planning model that is goal-based, projects the program over a long-range of time, is formally developed, and has been developed through collaboration. A **goal-based plan** would enable you to consider the **developmental stages** and needs of your client population. As your clients grow and develop, you could better meet their needs if you know where they have been and in what direction they will be progressing in the future. The length of time that you will be working with your clients is also relevant. If you are in a school setting and will work with the students for 4 to 12 years, you have the luxury of determining long-range goals for the students. If you are operating a JTPA program and have participants for only 12 to 18 months, you would need a short-term plan for the participants in your program, but could perhaps include it with a long-range plan for the participant group that you serve in your ongoing program.

A formally planned career guidance program is **necessary** if we are, in fact, going to help all clients in our programs progress successfully through the career development process. An individual's career development path is very complex. If you are to play an appropriate role in assisting that development, the following questions need to be formally clarified and decided. How we are to do that? Who is to do what to accomplish program goals? Otherwise, we run the great risk of duplicating efforts on the one hand, and not addressing some needs on the other. Think of the example of the senior high school staff that became turned-on to helping students' career development! One inservice training program was held for the entire faculty on the need for helping kids learn how to make decisions. The program was conducted by a consultant who had developed some decision-making materials. Subsequent to this stimulating workshop, it was found that four different departments had bought one kit of materials, and were offering it in units in their classes. It was then probable that a student would go through that material four different times (or indeed in different classes at the same time). This indicates a clear need for formal, coordinated planning. Oppositely, the decision-making process was based upon the theory that the students would first have gone through an in-depth assessment of their interests, aptitudes, limitations, attitudes, and values.

No one was providing this assistance to the students.

Finally, if your program is based on a theory of career development over the **life-span**, a **collaboratively** developed plan is suggested. Again, keep in mind the complexity of an individual's career development and that a variety of people and their skills are called for in order to best assist in this development. The career guidance provider must assist the client's personal growth, and therefore should be involved in the planning of the program. The vocational [illegible] must assist in the client's development of [illegible]iate work skills and habits, and therefore, should also be included in the planning of the program. The same argument holds for all staff members contributing to the clients development.

If, on the other hand, your program is based on a theory that career choices happen at discrete **moments** in a person's life, you would be wise to select a planning model that is of short-range and is informally developed. This would allow for maximum flexibility in the delivery of your program and thus better responsiveness to your client's individual needs at those moments of crisis related to career decision making.

Adopting, Adapting, or Developing a Planning Model

Competency 3

Adopt, adapt, or develop a planning model that will meet the needs of clients and will reflect its theory of career development and career choice.

Having considered alternative planning models, having defined which planning model is in place in your setting, and having considered the implications of your choice of career development/career choice theory for a planning model, you now need to adopt, adapt, or develop a planning model that best meets the needs of your clients and serves the purpose of your program.

As a member of the career guidance program team, you need to decide what your planning model will entail. Which **alternative** best suits your needs and those of your clients? You need to decide who will be involved in the planning process and what **role** each member of your planning team will play.

Having decided which alternatives described in Competency 1 you will use, you need to determine which of the **component steps** in the planning process you will go through. Whether your planning model is goal-based, short-range, or long-range, etc., planning involves the following components: clarifying expected client performances, assessing client needs, setting program goals, assessing program needs, specifying program objectives, planning use of strategies, ensuring that staff has the competencies required to carry out the strategies, implementing program strategies, evaluating the results of the program in light of the expected client performances, and making decisions about changes required for improvement of any of the components.

Developing an Action Plan

Competency 4

Describe the contents of each component of the selected model, how the components interrelate, and ways of translating the model into action steps.

Thus far, we have been talking about a planning model which might lead you to think of it as a static thing. However, planning is a process, a series of actions which **flow** from one to the other. As your career guidance program team completes one component, it is ready to begin the next. For example, having clarified your expected clients' performances, you are ready to assess your clients' progress relative to these performances. Having assessed the current status of your clients' performances, you can identify to what degree your program needs to address client performance. Thus, your program goals can be established. Having set your program goals, you can assess the capacity of your current program to meet these goals. Having done that, you can specify your program objectives both for elements of the program already in place and for the new ones that will be added. Having specified your program objectives, you are ready to decide which strategies can be implemented most effectively by members of your team and the relationship between these various activities. The information derived in each component provides you with the information you need to make the appropriate decisions for the next component.

It is important to keep the planning process moving. The most effective way to do this is to establish a **time line**. One of the easiest ways to establish a time line is by working backwards. When must your plan be completed? Then work backwards and set completion deadlines for each component step of the process. Your time line should be realistic in that you must allow enough time to complete each step, and avoid the tendency to spend too much time on either complex steps or steps you enjoy.

It is better to work all the way through the steps in the planning process than to do too much in one step and risk not completing the process. The first time around, particularly, there are some steps which will not be completed to your satisfaction. You must be sure that each step is complete enough to give you adequate information. Also, recognize the fact that more can be done with each component. You are planning for implementation and action, not for priority in the planning exercise.

Once you have decided which components you will address and have settled upon a realistic time line, assign appropriate tasks to the members of your career guidance program development team. This approach is addressed fully in Module A-2, *Organize Guidance Program Development Team*.

Evaluating Your Planning Model

Competency 5

Evaluate the planning model in terms of practicality, clarity, long-term effects, and ease of implementation, and make appropriate modifications.

As with the program itself, and each individual program component, you should spend some time deciding if the planning model that you developed and used for your program was effective. Some consideration should be given to its **practicality** and the relative ease of carrying it out. Did it take the right amount of time to develop? Did it require an appropriate amount of work by each of the planning team members? Did it provide the best vehicle for assisting you to develop an effective program in terms of client impact? Was it efficient in terms of use of available resources?

Consideration should also be given to the **clarity** of the planning model. Was each step necessary? Were some steps too complex and therefore need to be broken down into smaller steps for the next time? Could the people working on the plan understand it? Could the people making decisions based on the plan understand it?

The ultimate decision, of course, is should you use that **same** planning process again? What modifications need to be made for the next cycle of planning? Are there some steps which do not need to be redone every planning cycle?

Defining Program Goals

Competency 6

Define a program goal and state examples of goals that others have set in comparable career guidance programs.

Setting program goals is an exciting and vital part of ensuring that your program does in fact offer meaningful career guidance to your clients. Program goals are **general** statements that provide the bridge between your program's theoretical base and your clients' actions as a result of your program. It is important to remember that your goal statements link your mutually agreed upon career development/career choice theory and the specific behavioral objectives/performance indicators that you expect of your clients when they have completed your program. In other words, in setting your program goals you take the information that you have gathered in your needs assessment about where you think your clients "ought to be" and where they are (as described in module CG A-6, *Determine Client and Environmental Needs*) and the information that you have gathered about what your program is charged to provide to your clients given its available resources (human, physical, financial, etc.), and make judgments about the goals you have for your clients as a result of participating in your program.

Some things that must be considered before you embark on this phase of your program development are as follows: (1) the goals you set can be **verified** by comparing them with goals of similar or related career guidance programs, (2) the goals of your career guidance program must **mesh** with the goals of the overall program in which you operate, and (3) all the people who are concerned with your program, your clients, and the overall program should agree, or at least have **input** into the establishment of your program.

goals. All goals are by definition important, but you must prioritize your program goals on bases such as those below:

a. What is the most important element in your program as defined in the charge to your program?

b. What is feasible given the constraints in your program?

c. What support is there for specific program components from your administrators, policy-setters, and the community at large?

The following are offered as examples of appropriately written career guidance program goals.

1. A CETA program in Missouri indicated "the overall goal of the career development/life coping skills curriculum was for the students to learn how to cope with family and personal needs in order to take a more active role in their futures."

   The goals for each specific program unit were to assist the participant youths to--

   - identify their needs,
   - develop knowledge of their abilities and interests,
   - be aware of their personal values,
   - recognize the importance of setting goals,
   - have knowledge of seeking, obtaining and maintaining a job, and
   - have knowledge of self-management techniques.

2. The California Employment Department stated, "Employment counseling, as performed in the Employment Development Department (EDD), is the process whereby a trained employment counselor uses appropriate assessment skills and instruments, and knowledge of individual differences to help clients understand themselves and their potential, in relation to the world of work or vocational adjustment. The Employment Counselor assists the individual to recognize employment barriers, make decisions, develop a realistic vocational plan, and find employment.

   This assistance is provided to enhance the employability of the counselees and help them adjust more effectively to themselves and their environment."

3. The Michigan Career Education Program suggests four areas of concern in their career development component. The following list of subgoals is only a sample for the sake of brevity.

Self-Awareness and Assessment:

1.1 For the individual to recognize similarities and differences between his/her physical, intellectual and emotional characteristics and those of others.

1.2 For the individual to recognize similarities and differences between his/her interests and values and those of others.

1.3 For the individual to recognize settings and experiences that provide knowledge of self and others.

2.1 For the individual to recognize that self-development is the result of the interaction between personal characteristics (e.g., interests, and values) and his/her environment.

2.2 For the individual to establish goals to direct self-development.

Career Awareness and Exploration:

5.1 For the individual to understand individual differences in education and training needs.

5.2 For the individual to recognize the variety of types and sources of education and training.

5.3 For the individual to relate educational alternatives to life style.

6.1 For the individual to understand the relationship between an occupational role, its setting, and life style.

6.2 For the individual to recognize that occupations tend to cluster in several ways.

Career Decision Making:

10.1 For the individual to identify situations and events in his/her life that involve making decisions.

10.2 For the individual to identify factors that influence decision making.

11.1 For the individual to acquire skill in developing options.

11.2 For the individual to acquire skill in relating factors that influence a decision to identified options.

11.3 For the individual to gain decision-making experience by making systematic decisions.

Career Planning and Placement:

13.2 For the individual to identify and investigate prerequisites for reaching goals.

13.3 For the individual to assess the probability of attaining goals.

13.4 For the individual to plan personal programs to reach identified career goals.

14.1 For the individual to identify and acquire information and skills necessary to gain further education and training related to identified career goals.

14.2 For the individual to identify and acquire information and skills necessary to gain employment related to identified career goals.

4. The Wisconsin *State Plan for Career Education* established the following program goals:

   1. Individuals will develop an understanding and acceptance of self in relation to others and the environment.

   2. Individuals will develop an understanding of the world of work and opportunities available to them.

   3. Individuals will develop career decision-making and planning skills based on an understanding of themselves and the world of work.

   4. Individuals will have opportunities to prepare for obtaining successful placement and progress in appropriate employment, further education or other postsecondary options of their choice.

   5. Individuals will have opportunities to participate in career education experiences, in school and/or community settings, regardless of age, sex, ethnic background, or disadvantaged, handicapped, or gifted status.

   6. Educators at all levels should develop skills in utilizing career education approach to finance and instruction.

   7. School administrators and/or those to whom they assign leadership responsibilities should develop expertise in the administration of career education.

5. *A Planning Model for Developing Career Guidance Curriculum* published in California set the following program goals. A sample is presented.

   1.0 **Career Planning and Decision Making**

   1.1 Individuals differ in their interests, aptitudes, abilities, values, and attitudes.

   The goal is for the student to realize, understand, and utilize in his* own planning the fact that his personal characteristics are unique and will influence his success in an occupation. Expanding on this, he recognizes that dignity and worth are the products of compatability between work and worker, and of commitment on the part of the worker. He identifies a variety of occupations in which he might perform adequately and recognizes ways in which he could develop dignity and worth in each of these.

   2.0 **Education, Work, and Leisure Alternatives**

   2.1 Knowledge and skills in different subjects relate to performance in different work roles.

   The goal is for the student to establish relevance between courses pursued in

* Since this is a quote, sexist language is left unchanged.

school and various occupational roles. He is encouraged to commit himself to learning as a necessary part of career planning and to learning related to tentative career interests.

2.2 There is a wide variety of occupations which may be classified in several ways.

The goal is for the student to understand the relationships implied in such classification systems as job families and job clusters, and to utilize such classifications in expanding the range of occupations for which he is qualified and in which he could find satisfaction. The classification system gives direction for job choice, job mobility, and job advancement.

3.0 **Life-Styles and Personal Satisfaction**

3.1 Work means different things to different people.

The goal is for the student to learn that there is a wide range in the degrees and kinds of satisfaction that are derived from work. He understands the contribution his career can make to personal fulfillment, as he sees that occupations and life styles are interrelated. He recognizes that it is psychologically and socially enhancing to be a productive person; he finds that no occupation is completely satisfying--that every occupation has its disadvantages. He sees that purpose and commitment are a part of the meanings people attach to work. As he understands how occupations serve individuals' purposes and needs, he is able to apply this knowledge to interim and final career decisions.

3.2 Job satisfaction is dependent on harmonious relationships between worker and work environment.

The goal is for the student to understand the individual's role in establishing harmonious relationships between worker and work environment, and to utilize this understanding in his career decision making. He investigates the degree of congruence between his personal characteristics (especially attitudes and values) and the characteristics expected of a worker in the occupation of his tentative choice. He determines whether any existing incompatability can be eliminated by his own efforts, either by changing his own characteristics or by effecting change in the job situation. He decides whether his tentative occupational choice and its influence on lifestyle will furnish adequate outlets for his abilities, interests, personality, and values.

Various organizations have used different styles to clarify their program's goals. Subgoals provide a vehicle for offering more specific definition to broad goal concepts without jumping immediately to program objectives.

At this point it is important to consider another element in the development of program goals. As you focus your goals on your client population, you will undoubtedly become aware that not all members of your population will be ready for or need all parts of the goals or the objectives that are derived from them. At some point it becomes important to specify subgoals for subgroups of your population. In developing a career guidance program it is important to consider clients by age level groupings or by developmental stages. All clients probably need some involvement with each part of your program, but there should be ways to identify and provide career guidance for clients at the appropriate level or need. Sample 1 is a model proposed in California for accomplishing this task.

Program goals may vary in format and structure, however, there are some basic elements that compose a well-written program goal. For purposes of review, they are--

--written at an appropriate level of generality,

--focused on the client,

--written in clear and direct language,

--written in a manner to avoid specifying program processes,

--suggestive of the expected client performance, and

--consistent with the theoretical base of the career guidance program.

Sample 1

Illustrative Subgoals According to Internalization Levels and Grade Spans

Content Areas: **Career Development:** Planning for the Future

Student Goal: Students will be aware of their career selves.

Subgoals			
K - 3rd Grades	4th - 6th Grades	7th - 8th Grades	9th - 12th Grades
Pupils will be aware that what they do in school is work.	Pupils will be aware that work has value in peoples' lives.	Students will be aware that they have values that relate to occupations, work settings and personal work behaviors.	Students will be aware that their work related values have varying degrees of importance to them.
Pupils will understand that what they do in school is work.	Pupils will understand that work adds value to their lives.	Students will understand that they have values that relate to occupations, work situations, and personal work behaviors.	Students will understand that their work-related values have varying degrees of importance to them.
Pupils will be able to describe their own behaviors in working situations.	Pupils will be able to describe work as valuable in terms of its intrinsic satisfaction.	Students will be able to describe their own values as they relate to occupations, work situations, and personal behaviors.	Students will be able to assign priorities as to the relative importance of each of their work-related values.

Relating Agency and Career Guidance Program Goals

Competency 7

Describe the agency's goals as a whole, and indicate how these goals will affect the potential goals of the career guidance program.

It is imperative that the goals of your career guidance program relate to the goals of the overall program or agency of which the guidance program is a part. In schools, this means the career guidance program goals must be an extension of a further specification of the goals of the overall educational program. In JTPA programs, the career guidance program goals must relate to the overall goals of the prime sponsor's employment and training program. In the Employment Service, the career guidance program must relate to the overall goals of employment development. You need to examine these overall program goal statements for your organization, and ensure that your program goals complement the overall goals and do not detract from or move inappropriately beyond them.

Involving Relevant Audiences in Goal Setting

Competency 8

Identify all audiences that should have input in setting goals for the new career guidance program, and design a strategy to to obtain their input.

Ideally, all of the audiences that relate to your career guidance program should have input into your goal setting process. This enables you to listen to the needs of everyone concerned with your program and helps ensure that your goals reflect your attempt to meet those needs. Certainly **you are not bound to meet every need** that is mentioned, but it is important that you get a wide perspective of proposed needs.

The major participants of a career guidance program in addition to the career guidance program staff include: (1) the clients you are or will be serving, (2) the employers who will be hiring your "graduates," and (3) the trainers who are or will be training your clients. It is often helpful to have family members, community members, business personnel, and representatives from other agencies which serve your clients, take part in the goal-setting process as well. A broader base of input in the goal-setting process, improves your chances of identifying the most important goals for your clients, as well as increasing community support for the program.

Designing a strategy for gathering this input in the most efficient manner is the next step. There are several basic ways to do this; one is by developing **forums** and holding **meetings** to enable persons to identify goals; another is by corresponding through the **mail**; still another is holding **telephone interviews**. Many times your general program has advisory committees or other representative groups which can provide a vehicle for input for goal development. If you use an existing group, it is important to make sure that they understand the purpose of the career guidance program and the activities in which they will be involved. Since goal statements are broad and general in nature, keep the goal identification process as simple as possible. Ask individuals to identify five important goals or to rank in order of

importance ten or fifteen general goals. If you present them with large amounts of information you are apt to get bogged down in detail and not get the information you need!

The questionnaire approach is probably not as effective as a face-to-face meeting because you do not have the benefit of the dialogue that surrounds most goal-setting processes. People like to talk in terms of the broad aspects of the program. From their conversations, you will have a feeling for some appropriate subgoals or even objectives. Many people do not respond to mail requests, thus cutting down on the amount of information that can be used for developing appropriate goals.

Placing Priorities on Goals

Competency 9 — **Identify agency short- and long-range goals for the program, prioritize these goals using predetermined criteria, and gain administrative support for the selected goals.**

Once you have gotten input into your program from the many audiences, you and members of the career guidance program team should classify the goals. In designing your program you need to be clear in your own mind whether the goal you are working on is short-or long-term. Classifying on this basis should not be difficult.

Prioritizing Program Goals

Having classified your goals according to whether they are short-or long-range, you next need to rank in order of importance the goals within these categories. Prioritizing your goals is a **critical** step in your program planning and designing. Undoubtedly, you and your audiences will have identified many, many goals that represent an ideal program. However, you will probably not be operating under ideal circumstances. You must determine what you can deliver best within the constraints imposed upon you. Your prioritization should also reflect the most important components to be considered within the scope of your program.

Do your prioritizing in a **three-step process**. First, determine what is **most important for the clients** to receive in your program, considering its basic charge. Perhaps you are from an agency in which the basic goal is for your clients to be trained and placed on jobs as efficiently as possible. The development of a career development plan is important; however, very little priority is given to this in the general program. Your prioritization should consider what you can do to help your clients in the shortest time. Giving them relevant labor market information, assessment activities, and some exercises in decision making, may be more important considering your basic charge. It is important that you clarify the criteria upon which you are basing your judgment about which goals are most important for your program as it relates to the overall organization's goals.

Second, you should determine what your program can **best deliver to your clients**. You may decide that helping your clients clarify their values is very important, but in fact none of your staff has the appropriate competencies for helping clients in this area. If this is the case, you would be better off to spend the time providing a different service for your program participants. What your program can best deliver will be decided on the basis of the competencies of your staff, the amount and kind of materials provided, the amount of time you have to deliver your program, and the number of clients you are expected to work with at any given time. Again, it is important to clarify these factors before you analyze your ability to assist your clients to meet specific goals.

The third step entails **putting your two priority lists together**, that is, priority based on importance of goals and what you can deliver. You will make some decisions about the goals your program will in fact work towards. Ideally, you will offer activities that are important and that you can deliver effectively. Most likely, there will be overlap between your two prioritized lists. At some point, decide the number of goals that your program will address. Also, if there are goals that your audience feels are very important, but the staff cannot effectively implement, then you will need to consider the possibility of hiring someone with the necessary competencies, or seek inservice training to help the staff develop the needed competencies. If your audiences expect a goal to be met, but you do not have the budgetary resources required to deliver it, seek additional funds or somehow explain to your audiences that your resources are not sufficient to achieve a particular goal. If there is a goal which you feel your staff can meet effectively, but it is not seen as being important, decide whether to eliminate that goal in spite of your capability, or to inform your audiences about the importance of that goal. It is important to make these decisions as objectively as possible.

Gaining Administrative Support for Your Program Goals

If your input process has been open and all-inclusive, and if your decisions about which goals your program should meet have been based on sound rationale, gaining administrative support for your program goals should be relatively simple. Administrators are typically concerned that goals of a specific program such as career guidance be **consistent** with the general program goals and that budget expenditures are justifiable. You should be able to justify your program goals by using the three step process mentioned in prioritizing.

Packaging your information attractively is also a key when presenting your program goals to the administration as well as the general community. You should present your information based on your awareness of your audience's perceived needs, the needs that you feel are important, and in a manner that your audience can understand. (More will be discussed about this in the next section). Some people have found it helpful to think of program administrators as if they were lay people, since often their professional background, although related to career guidance, has not required them to have a working knowledge of career guidance. One of the truths about career guidance is that we have learned an enormous amount about how to help people's career development in just the last few years. Unless you are actually working in the field, there is a lot of updating that has undoubtedly been missed. It is difficult for people outside the field of career guidance to understand that it involves more than just presenting facts about the current labor market situation to your clients. Career guidance and counseling calls for more processing assistance to be given to individuals. If an individual is to truly reach his career potential, that person must understand him/herself, understand the world of work, and apply the skills necessary to relate the two. Perhaps, you are working with clients who need therapeutic career guidance; you must assist administrators and others in realizing the depth of this responsibility.

Communicating Career Guidance Program Goals

Competency 10 — Communicate the career guidance program goals to various groups in community and solicit reactions and suggestions for improvement.

Again, if your input process has been open to a wide range of individuals and groups, communicating your career guidance program goals to various community groups and getting their support, reactions, and suggestions for changes will be easy. If, in the goal-setting process you have

identified all of the involved community groups that are interested in or would be helpful to you in the implementation of your program, then going back to these groups with your first set of program goals will be a natural follow-up to the earlier activities.

It is important that as you communicate your final goals you **relate them to the priorities** expressed by the audience involved. They must know that their inputs were heard and appreciated, even though the final priority list might not reflect their thinking exactly. Secondly, it is important that your goals be expressed in **simple language** so that they are easily understood. Thirdly, a technique that has worked well for others is to have a representative from the audience you are addressing to act as **spokesperson** for the goals you have settled on. For example, if there is a representative of organized labor on your goal-setting committee, let that representative give the results of the goal-setting sessions to the organized labor groups in your community. These representatives "speak the right langauge" and can be well understood by their constituents. If they have been totally involved in your process, they can represent your program well.

Finally, you would be well advised to present your goals with the intention of having the group you are addressing support them for the present time, but with the understanding that this is also as the first step in getting input for revising goals. It is hoped that you and your processes should be open enough that your career guidance program design will be a flexible one. Thus, your goals and objectives will not be "set in concrete," but will maintain a responsiveness to the needs of your clients and your support groups in the community.

Developing a Rationale for Program Activities

Competency 11 — **Develop a rationale for and express a commitment to writing program objectives in terms of expected client outcomes.**

Once you and your audiences have agreed upon the appropriate goals for your clients in your career guidance program, you need to decide what more **specific behaviors** your clients need to learn in order to achieve the goal by the end of your program. A typical career guidance program goal is, "Clients will make a career choice based upon knowledge about their interests and aptitudes." In order to design your program to best help your clients act from the knowledge of their interests and aptitudes, specify what they will do in reaching this goal. These more specific statements are called objectives. For the goal stated above, objectives need to be written for the steps in which clients learn about their interests, their aptitudes, about making career choices, and the relationship between their interests, aptitudes, and decision making. Objectives also need to be written for your clients who already know how to take some of the steps, and for your clients who do not learn the steps as you take them together in the group.

Writing the objectives for the clients in your program helps you to **focus** your thinking about how you will implement your program. The specifics of what you will do in your program become clear, and the behaviors you expect from your clients become clear. Thus, measuring the effectiveness of your program and its benefits to your clients against well conceived goals becomes relatively easy. You can readily see whether there are activities in your program that are not particularly helpful to your clients, or whether there are activities which take more time than your planned program allows. The need for adjustments within the program then becomes clear, and the rationale for making the adjustments is in place.

It is a lack of program clarity and lack of focus on the behaviors we expect from our clients that has caused career guidance programs to be misunderstood. Without this specification, it is difficult to understand what results career guidance programs actually produce. For example, people--be

they children, adolescents or adults--can always express what they want to be "when they grow up." It is whether their choice is realistic and is based on sound knowledge of themselves and the world of work and how the two mesh that is relevant here. The only way to know whether the choice is based on good data is to measure the necessary component steps in gathering and processing this data. If each step has been taken and has produced sufficient information for the client to take the final step of making a career choice, then the client has probably reached the goal of deciding what to be when grown up.

Translating Goals into Performance Objectives

Competency 12

Translate overall program goals into performance objectives that specify the target audience and conditions for training, testing, or real-life performance, describe how desired outcomes will be measured, and state evaluative standards of performance.

What is asked for when writing program objectives is simple, and the formula offered for writing the objectives is basically simple. However the actual application of that logic and that formula is very difficult. The difficulty is usually caused by the complex nature of what is called for by the goal statements. It is easy to say that all people we work with will understand their own value system, but, in fact, to help all our clients do that is not very simple. Each goal implies a variety of content for your clients to learn; also each client has to proceed through several developmental steps before actually learning the content. Objectives need to be written for each component of the content and at each step in the learning process. Thus, it is in the writing of your program objectives that the enormous difficulty of what you are trying to do for your clients becomes clear. There is also a tendency to forget that there are other staff members available to the clients and hopefully a wealth of materials and information sources which will be used in assisting them in their career development.

An objective is merely a statement of where you want your clients to go and includes a statement about how you will know when you are there. An objective has four elements; each objective must include specific statements about A, B, C, and D.

A. **Actors or target population**. These are people **who** are to do something as a result of your program; or the percentage of people who are to do something as a result of a series of activities in your program.

For example: All employment counselors' counselees
All JTPA participants
The 10 percent of the ninth graders who cannot state what they want to be when they grow up

B. **Behavior expected of clients**. What are they supposed to **know or do** as a result of the program and/or a specific series of activities? What must be taught? What is the terminal behavior?

For example: Will be able to describe their fields of interest.
Will select a Work Experience slot that will provide them with some experience that is related to their career choice.
Will understand that a person's career can be a vehicle for contributing to self-sufficiency and to the good of society.

C. **Conditions**. **Under what circumstances** will the above clients learn the above behaviors and under what conditions their learning will be measured? Conditions include pro-

cedures, materials, and strategies you will use to assist your clients learn the expected behaviors.

For example: After having taken the Kuder Interest Inventory and had two counseling sessions regarding its results, after having developed their Career Development Ladder and having researched the job requirements of the positions available, after having been through the two week course "What My Career Has Meant to Me," . . .

D. **Degree. How effectively** must the participants perform to demonstrate adequate mastery--the minimum level of performance that indicates learning. The degree statement should also indicate what the assessment technique will be to evaluate the performance.

For example: The counselor will record the accuracy of the counselees perceptions about the fields of interest on a checklist developed for each field. Eighty percent accuracy will indicate clients' understanding of the field of interest. The placement specialists will verify appropriateness of choice.

Students will describe in an essay how at least one famous person established self-sufficiency through his/her career and how at least one famous person contributed to society through his/her career. The teacher will evaluate the learning required by comparing the points made in the essay against the checklist of criteria provided in the *Teachers' Manual*.

See that? Simple as A, B, C, and D. An additional reference you may want to use is Mager's book, *Preparing Instructional Objectives* (see References).

Distinguishing between Acceptable and Unacceptable Objectives

Competency 13 — **Distinguish between acceptable and unacceptable performance objectives, determine the problems of each unacceptable objective, and revise each accordingly.**

Over the years there has been talk about objective-based program development, or management-by-objectives, and many kinds of statements have been called objectives. Historically, the set of statements that were the next more specific after the basic goal statement has been called the objectives whether or not they addressed all four of the above elements. Many of the planning documents available to you as resources fall into this trap. The following is an example from an actual publication.

Goal: 1.0 To become familiar with the major classifications of career development theories and to summarize points pertinent to career development goals and planning considerations.

Performance Objectives: 1.1 The student will discuss the distinctions between trait-factor or actuarial; decision-theory; psychological or personality; sociological; and development approaches.

The preceding objective is inappropriate in that it lacks a terminal behavior that the participant should demonstrate and some type of evaluation criteria.

Another point about objectives is that the different theorists came from and were writing for a variety of settings. Thus, the goals and objectives and the process for developing them may or may not have been **useful in other settings**. Educators spent a lot of energy trying to follow the systematic approach developed in the aerospace industry, but teaching children is a lot different from building missiles. If the point of writing objectives is to help program designers focus their thinking to best meet clients' needs, then the program objectives described above are the most useful for persons involved in career guidance. It has been easier to use process objectives because what they do are processes, but it is the very abstractness of these processes that make them a questionable tool for explaining and verifying the merits of career guidance programs. The fact that a counselor counseled two hundred clients in a week may be an impressive statistic, but what is important are the results that counselor effected the clients' behaviors.

Another complicating factor in the development of objectives has been the attempt to write objectives as **single sentences**. Stylistically this is very difficult. There are simply too many thoughts that are required by each of the four elements to have them all work smoothly into one sentence; one paragraph is a much more realistic expectation. An outline format will ensure that each element is addressed.

Having discussed the completeness needed to produce a measured objective and format considerations, let us look back at the section on prioritizing **goals**. We said that there are several critical steps. The first is determining what is really needed. The second is determining what the program can deliver. You should also examine your program objectives in these two dimensions and in light of the abilities and limitations of your clients. Doing so will help you to be sure that you write realistic objectives. For instance, being aware of client limitations will guard against including a degree of mastery (the D part of the objective) which is unrealistic for a given part of the population. You can think of examples of possible mistakes in the A, B, and C parts of the objective (such as too short or too long a time in C part of the objective) which can render the entire objective unrealistic. Consider the following **performance objective**:

"An airline pilot, after graduating from training school, will be able to land the aircraft safely 80 percent of the time." Would you want to fly with that airline? Do you think that the degree of performance is realistic?

A final problem with writing program objectives is that often they are written while the program is **in progress**. The writer then feels a compulsion to justify the program activities whether they happen to contribute to the clients' desired behaviors or not. As well, it becomes difficult to think of taking on new activities when the program is already filled with too much to do. Hopefully, even if you are in the middle of operating your career guidance program you will approach the needs assessment, goal-setting, and objectives specifying parts of your planning openly and honestly without letting yourself be bound up by current practice.

Arranging Your Program Objectives

After you have developed the array of objectives for your career guidance program, it is essential that you put them in an appropriate order for **program implementation**. An easy pitfall in program design is to seldom arrange objectives for orderly implementation. The fact they were com-

posed from mutually exclusive goal statements does not mean that their learnings are unrelated. Thus, objectives should be arranged to facilitate **related learnings**. Remember to arrange your objectives so that your program can be implemented in the most appropriate sequence. This order must relate to the developmental needs of your clients, and to other program components in which your clients are working.

Typical goals of career guidance programs include goals for clients understanding themselves, for understanding the world of work, and for learning the processes which relate the two. It may or may not be appropriate for the career guidance program to first work through all of the objectives for helping clients understand themselves, then second through all of the objectives for helping clients understand the world of work, and third through all of the objectives for helping clients learn decision making, goal-setting, and planning processes. You would be more apt to really meet the developmental need of your clients--no matter what their ages--if you helped your clients meet the awareness-level objectives for each of the three program components first, the understanding level for all three second, and then helped them through the action level.

In putting your program objectives into a sequence that makes sense for your clients and their experiences, it is also essential to be aware of the objectives and activities through which your clients will be working in other program components at the same time as they are in your career guidance program. For example, if while in your career guidance program, a vocational skills training teacher is helping your clients learn about the values required to work in the settings of the particular vocation, it would be more helpful if you assisted your clients to understand their own work-related values before they explored the values required in a particular vocational application. Or, if at a given time in the training program, the job placement specialist will be sending the trainee out for job interviews, it is important that you have already assisted that trainee to meet the objectives of the job-getting skills component of your career guidance program.

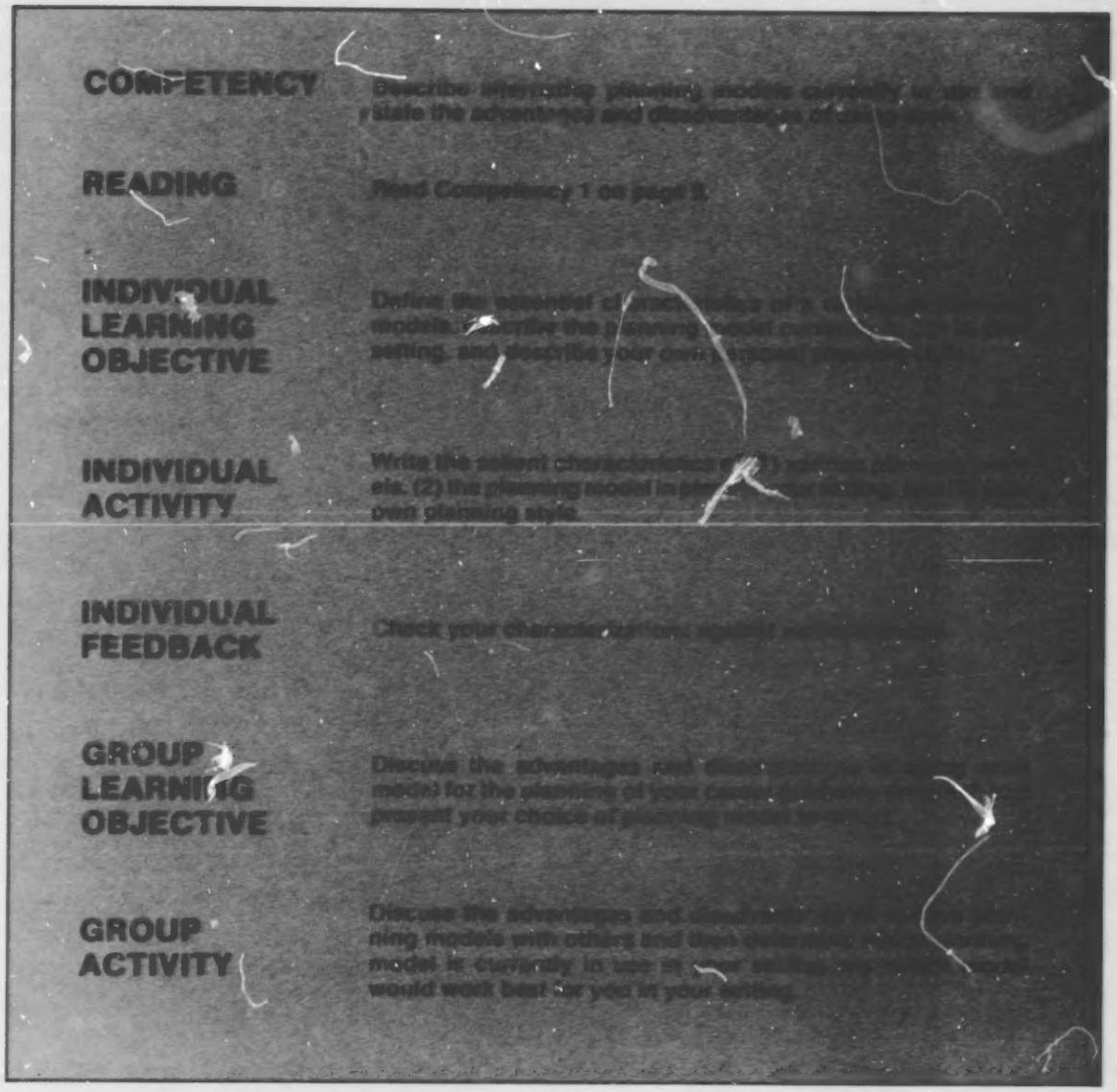
Developing program objectives from "scratch" is a difficult and often time-consuming task. Leaders in other programs who have taken this time and energy are pleased, because the very concreteness of the program is what has given it strength and has solidified the changes that were sought. If you really want people to want, support, and use career guidance programs, it is by building those programs on the foundations of realistic program objectives that they will become permanent yet responsive programs.

Note: Due to the length of this module, many learning experiences contain only an individual or a group activity; however, the remainder provide both individual and group activities.

Learning Experience 1

Describing Alternative Planning Models

OVERVIEW



INDIVIDUAL ACTIVITY

Write the salient characteristics of (1) various planning models, (2) the planning model in place in your setting, and (3) your own planning style.

Prior to starting this activity, review the reading for Competency 1 on page 9.

1. Characterize each of the various planning models by writing the key words that describe each.

Goal-Based Planning: _____

_____

Long-Range Planning: _____

_____

Short-Range Planning: _____

_____

Formal Planning: _____

_____

Informal Planning: _____

_____

Collaborative Planning: _____

_____

Directive Planning: _____

_____

2. On a 3" X 5" card write down the characteristics of the planning model currently in use in your setting.

3. On the other side of the 3" X 5" card write down the characteristics that make up your own personal planning style.

INDIVIDUAL FEEDBACK

Check your characterizations against model answers.

Goal-Based Planning:	identifies expected client performances, identifies program goals, product focused, clarity of direction, ease of evaluation, time consuming, setness
Long-Range Planning:	covers spans of years, large, societal impact, focuses on "big picture," continuity, unresponsiveness, not detailed
Short-Range Planning:	covers short time periods, responsive, client impact easier, evaluation of overall impact
Formal Planning:	step-by-step process, clarity of program function, difficult, new people easily assimilated, efficient evaluation, time consuming, blocks creativity
Informal Planning:	individual or group, difficult for others to know about, deliverers need to work well together, evaluation is difficult
Collaborative Planning:	team works together, pooling ideas, democratic, build-in doers of program, broad based, needs good group facilitation, final plan is difficult to predetermine
Directive Planning:	director seeks input or approval, maintains responsibility, difficult to get wide range of ideas

GROUP ACTIVITY

Discuss the advantages and disadvantages of the planning models and their elements currently in use in your setting and which you feel best for you in your setting.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Have participants complete the Individual Activity first in order to clarify their own concepts.	A supply of 3" x 5" cards and pencils is needed for the Individual Activity. Allow approximately 30 minutes for the completion of the Individual Activity.

Facilitator's Outline	Notes
2. Break the participants into groups of four or five. Have each group select a leader and a recorder.	
B. Group Sharing	
1. Ask each group to discuss for 15 minutes the advantages and disadvantages as they see them of each planning model.	The leader should keep the discussion moving on to new points. The intent here is more like brainstorming than elaborating in depth.
2. Request the recorder to use the handout "Discussion Items" found on page 31 and get as many different advantages and disadvantages as possible. (These can subsequently be duplicated for sharing between groups if desired.)	
3. Ask the recorder for each group share with the total group the advantages and disadvantages identified for each planning model.	Allow no more than 5 minutes for each group.
C. Role Play	
1. Have each workshop participant prepare a ten minute presentation to the "powers that be" in his/her work setting describing the chosen planning model and the rationale for the choice.	
2. Have small group members take turns presenting. The other group members take the roles of "powers that be"--supervisors, administrators, board of education members or other policy-making groups, planning councils or advisory groups.	
3. After the formal presentation, role participants shculd ask questions that come to mind given their roles. They should also give feedback to the presentor about the clarity of presentation and soundness of rationale. If the presenter has convinced a majority of the small group members, then the learning objective has been met for that individual.	

Handout

Discussion Item

Recorder's Sheet

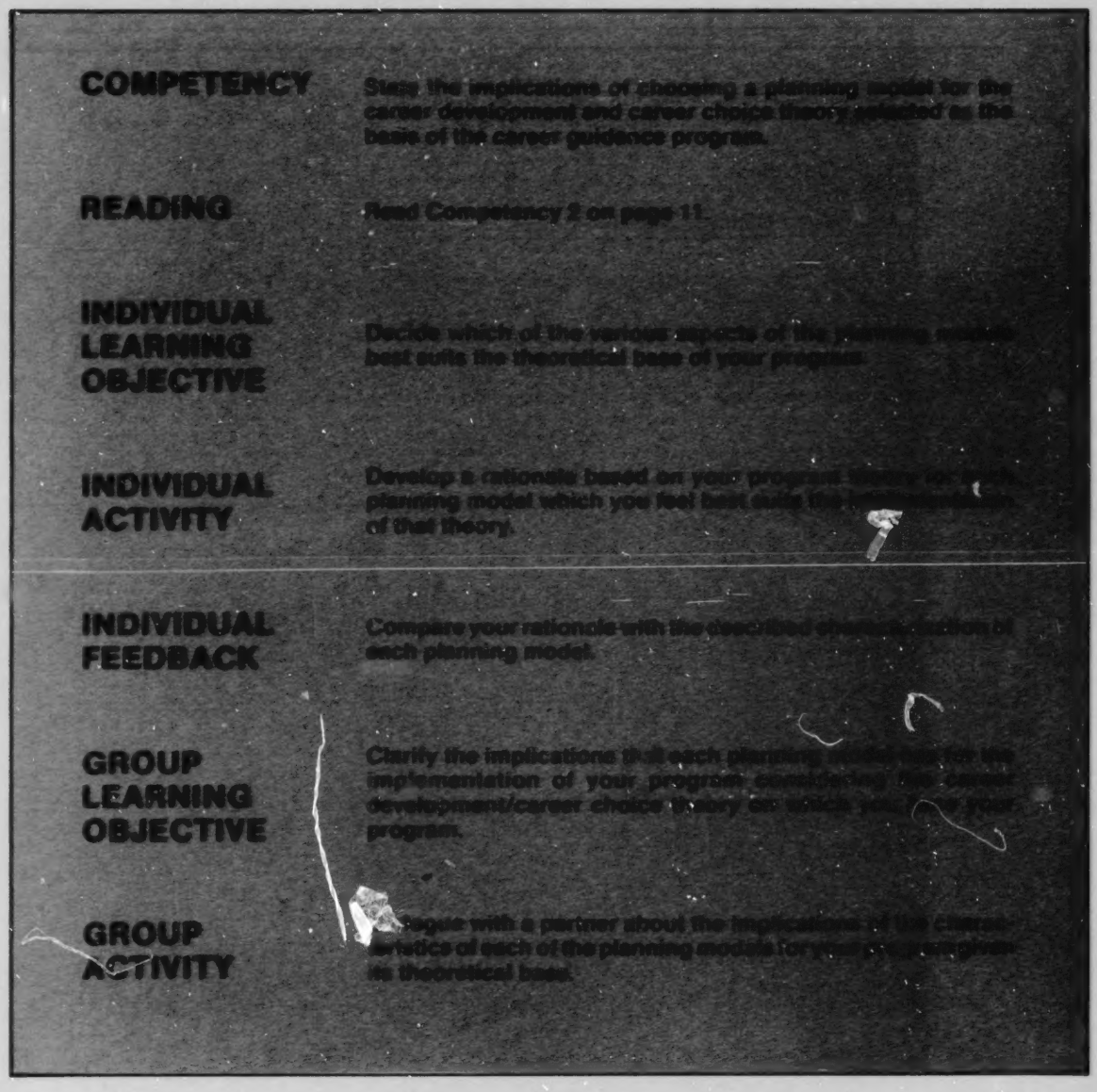
	Advantages	Disadvantages
Goal-Based		
Long-Range		
Short-Range		
Formal		
Informal		
Collaborative		
Directive		

NOTES

Learning Experience 2

Choosing Your Planning Model

OVERVIEW


COMPETENCY
Sees the implications of choosing a planning model for the career development and career choice theory selected as the basis of the career guidance program.
READING
Read Competency 2 on page 11.
INDIVIDUAL LEARNING OBJECTIVE
Decide which of the various aspects of the planning models best suits the theoretical base of your program.
INDIVIDUAL ACTIVITY
Develop a rationale based on your program theory for the planning model which you feel best suits the implementation of that theory.
INDIVIDUAL FEEDBACK
Compare your rationale with the described characteristics of each planning model.
GROUP LEARNING OBJECTIVE
Clarify the implications that each planning model has for the implementation of your program considering the career development/career choice theory on which your program
GROUP ACTIVITY
Dialogue with a partner about the implications of the characteristics of each of the planning models for your program given its theoretical base.

INDIVIDUAL ACTIVITY

Develop a rationale based on your program theory for each planning model which you feel best suits the implementation of that theory.

Review the summary of career development theories at the end of this learning experience, then select which program planning model best suits the implementation of your career development theory.

_____ Goal-Based

_____ Long-Range

_____ Formal

_____ Collaborative

_____ Short-Range

_____ Informal

_____ Directive

Explain in a sentence or two why you have selected each of the above models.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

INDIVIDUAL FEEDBACK

Compare your rationale with the described characteristics of each planning model.

Now that you have written your rationale for the program planning model that best suits the implementation of your career development theory, examine the characteristics of each model and decide to what degree your reasons overlap with those distinguishing features of each program planning model.

GROUP ACTIVITY

Dialogue with a partner regarding the implications of the characteristics of each of the planning models for your program given theoretical base.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Make sure the participants have reviewed the reading for Competency 2 on page 11. 2. Explain that they will be working in pairs for this group activity. Divide them into groups of two people each. This activity will take approximately 30 minutes. There will be two 15-minute segments. B. Directions for the Dialogue 1. Explain the role for each partner as follows: a. When you are discussing your program, your objective is to identify the characteristics from the various planning models that would help enhance your program.	

Facilitator's Outline	Notes
b. When you are discussing your partner's program, your role is to play "devil's advocate"; that is, cite the flaws that you see in each planning model for your partner's program theory. 2. Have one partner explain the theoretical base of his/her program. Then the two partners should discuss the implications of each planning model for that theoretical base. 3. Repeat the process with the second partner.	

Learning Experience 3

Adopting, Adapting, or Developing a Planning Model

OVERVIEW

COMPETENCY	A[illegible], or develop a planning model that will meet the needs of clients, and will reflect its theory of career development and career choice.
READING	Read Competency 3 on page 17
INDIVIDUAL LEARNING OBJECTIVE	List the steps you will take in planning your program.
INDIVIDUAL ACTIVITY	List the steps you will take in planning your student goal[illegible] program.
INDIVIDUAL FEEDBACK	Compare the steps you have identified for the program planning process against suggested activities.
GROUP LEARNING OBJECTIVE	Explain the steps you will take in planning your program.
GROUP ACTIVITY	Discuss with your partner the steps you will take in planning your program.

INDIVIDUAL ACTIVITY

List the steps you will take in planning a career guidance program.

Note: Learning Experience 2 must be completed prior to the start of this activity.

In Learning Experience 2 you identified the characteristics that are most suitable to the implementation of your career guidance program. Take a few minutes and ponder all that you have learned about the planning process and previous experiences. Also, review the reading for Competency 3 on page 12. Now list the steps you need to take in order to plan your program.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

INDIVIDUAL FEEDBACK

Compare the steps you have identified for the program planning process against suggested activities.

Although other steps may be added, the following steps are important to a successful planning process. Compare your steps with those that are listed.

1. Clarifying Expected Client Performances
2. Assessing Client Needs
3. Setting Program Goals
4. Assessing Program Needs
5. Specifying Program Objectives
6. Planning Use of Strategies to Meet Objectives
7. Ensuring That Staff Has Competencies Required to Implement Strategies
8. Planning for Implementation
9. Planning for Evaluation
10. Planning for Program Changes

GROUP ACTIVITY

Discuss with your partner the steps you will take in planning your program.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Have participants complete the Individual Activity	The Individual Activity requires approximately 15 to 20 minutes to complete.
2. Have participants divide into pairs.	

Facilitator's Outline	Notes
B. Directions for Discussion	
1. Explain to the groups that each partner will explain to the other the steps he/she will take in the planning process.	
2. Ask the partner who is playing the listener role to assist the other by comparing responses against the "suggested steps". He/she should ask questions for clarification when the partner's answers seem to be inappropriate.	Prior to the start of the workshop, copies of the "suggested steps" in the Individual Feedback could be made.
3. Repeat the process with the partners switching roles.	

Learning Experience 4

Developing an Action Plan

OVERVIEW

COMPETENCY	Describe the contents of each component of this model, how the components interrelate, and ways of translating the model into action steps.
READING	Read Competency 4 on page 13.
INDIVIDUAL LEARNING OBJECTIVE	Develop a plan of action.
INDIVIDUAL ACTIVITY	Complete portions of a written action plan.
INDIVIDUAL FEEDBACK	Compare your plan against a sample.
GROUP LEARNING OBJECTIVE	Describe what you would do in each step of the planning process and what information you would collect in each step.
GROUP ACTIVITY	Describe the activities that will take place in each step of the planning process.

INDIVIDUAL ACTIVITY Complete portions of a written action plan.

Review the reading for Competency 3 on page 12. As leader of the career guidance team, your task is to develop suggested steps in the planning process. Your first step in completing this process is to identify substep activities that are required to complete the step (task). Next develop a realistic completion date and designate a person within your setting who might be responsible for completing the various activities.

Action Plan

Program Title **Today's Date** **Planning Deadline**

Step	Substeps	Deadline for Completion	Person Responsible	Date of Completion Actual
1. Clarifying Expected Client Performance				
2. Assessing Client Needs				
3. Setting Program Goals				
4. Assessing Program Needs				
5. Specifying Program Objectives				
6. Planning Use of Strategies to Meet Objectives				
7. Ensuring Staff Has Appropriate Competencies				
8. Implementation				
9. Evaluation				
10. Planning for Program Changes				

INDIVIDUAL FEEDBACK

Compare your plan against a sample.

Compare your plan against the sample model. It is not expected that your plan will include the same information reflected in the model. However, you should check to see if your thinking is along the same general lines. Also, critique your plan by asking yourself the following questions:

Are all the necessary steps included?
Is the time line realistic?

SAMPLE

Step	Substeps	Deadline for Completion	Person Responsible	Date of Completion Actual
1. Clarifying Expected Client Performance	Form Committee	June 1	Sandy Smith	June 15
	Brainstorm Possible Expectations	June 1		
	Categorize Expectations	June 8		
	Review & Agree upon Expectations	June 15		
2 Assessing Client Needs				

GROUP ACTIVITY

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Break the large group into groups of seven. Once the participants are in the small groups have them count off from 1-7.	Prior to the start of this activity, you should identify specific sections of the module which address the areas participants will be discussing. Have them review appropriate sections for review purposes.
2. Ask the 1s to discuss Clarifying Expected Client Performances. Ask the 2s to discuss Assessing Client Needs. Ask the 3s to discuss Setting Program Goals. Ask the 4s to discuss Assessing Program Needs. Ask the 6s to discuss Planning Use of Strategies. Ask the 7s to discuss Ensuring That Staff Has Appropriate Competencies.	
B. Discussion Activities	
1. Through the process of discussion, groups should attempt to reach concensus on the appropriate substeps to be included for the general step, i.e., clarifying expected client performances, assessing client needs.	Large sheets of paper will be needed in order to complete this activity. Remind groups to appoint a recorder and chairperson.
2. Once concensus has been reached, the substeps should be recorded on a large sheet of paper for presentation to the large group.	Allow approximately 15-20 minutes for this part of the activity.

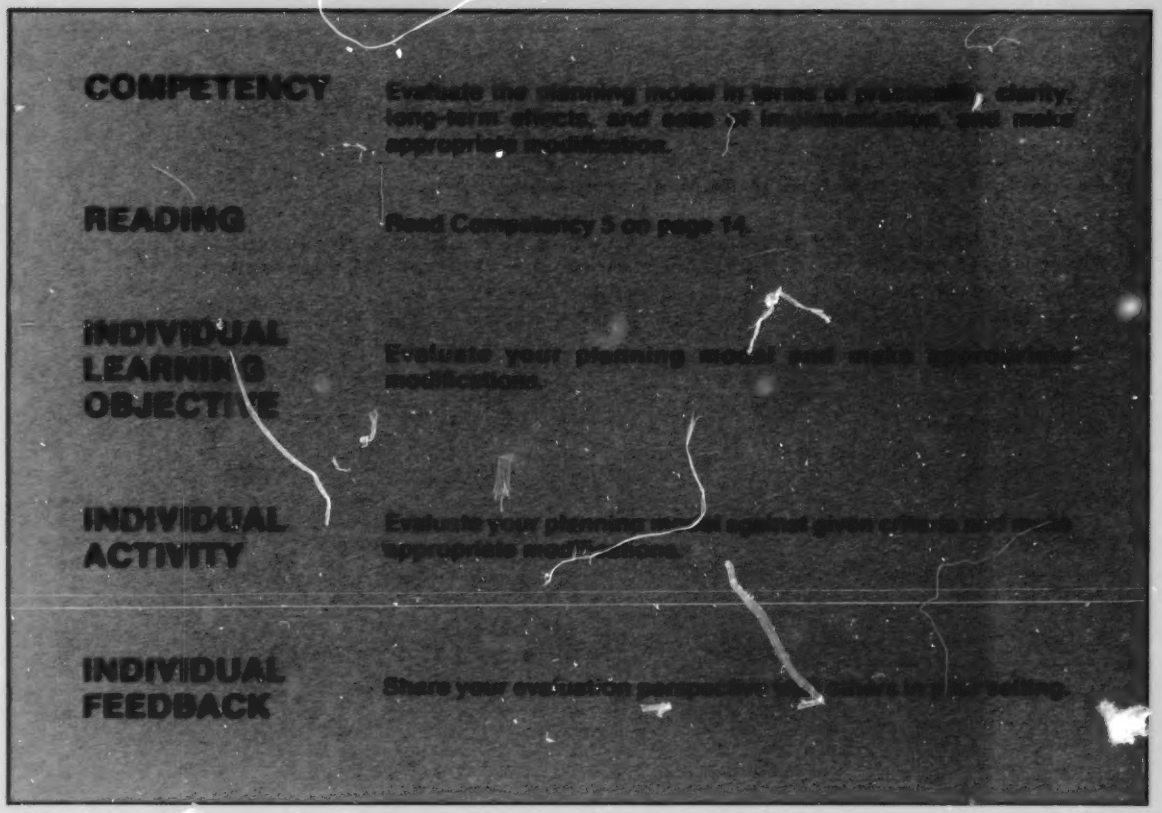
Facilitator's Outline	Notes
C. Group Sharing	
1. Have each chairperson present to the large group the substeps the small group has identified as being critical to the successful completion of the general step. This explanation should also include the reasoning behind the selection of the substeps.	Encourage participants to critically listen to and question presenters on factors relative to the comprehensiveness and appropriateness of various substeps.
2. Once presentations have been made by each small group, you (workshop facilitator) should stress and summarize the fact that the group has developed a basic framework for a planning time line.	

NOTES

Learning Experience 5

Evaluating Your Planning Model

OVERVIEW



INDIVIDUAL ACTIVITY

Evaluate your planning model against given criteria and make appropriate modifications.

Note: Ideally, this activity would be done after having actually completed a planning cycle. If this is not the case, some time must be given to anticipate what will probably happen in the cycle.

1. Evaluate your selected planning model by completing the following:

List the characteristics of your planning model, e.g., identifies expected client performances, identifies program goals, is product focused, is easily evaluated.

Rate each element as to its appropriateness for your program in terms of the factors listed (1 = lowest, 5 = highest)

Goal-Based Planning	Long-Term Effect	Easy to Carry Out	Amount of Time Required	Amount of Work Required	Client Impact	Appropriate for Your Program	
_____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Yes	No
_____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Yes	No
_____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Yes	No
_____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Yes	No

Given the above ratings, what modifications would you make in your planning model?

_____

_____

_____

_____

_____

2. Evaluate your planning process by completing the following. (Refer to your action plan developed in Learning Experience 4). **Circle Y for Yes; circle N for No.**

List the Basic Steps in Your Planning Process	Was the Step Necessary?	Were the Substeps Appropriate?	Should a Step be Added or Deleted?	Was it Possible to Complete Each on Time?	Did it Involve Appropriate Amount of Work?	Was the Right Person Assigned Responsibility?
1. _____	Y N	Y N	Y N	Y N	Y N	Y N
2. _____	Y N	Y N	Y N	Y N	Y N	Y N
3. _____	Y N	Y N	Y N	Y N	Y N	Y N
4. _____	Y N	Y N	Y N	Y N	Y N	Y N
5. _____	Y N	Y N	Y N	Y N	Y N	Y N
6. _____	Y N	Y N	Y N	Y N	Y N	Y N
7. _____	Y N	Y N	Y N	Y N	Y N	Y N

For N's, what modifications will you make for the next time?

INDIVIDUAL FEEDBACK

Share your evaluation perspective with others in your setting.

There are no right or wrong answers to the preceding activity. It is purely subjective on your part as to how you evaluate your planning. In an attempt to get a broader perspective, it is suggested that you share your program evaluation of the planning model with other members of your career guidance team.

Learning Experience 6

Defining Program Goals

OVERVIEW

COMPETENCY	Define a program goal and state examples of goals that others have set in comparable career guidance programs.
READING	Read Competency 8 on page 14.
INDIVIDUAL LEARNING OBJECTIVE	Define the six criteria for a program goal.
INDIVIDUAL ACTIVITY	Describe the elements of well written program goals.
INDIVIDUAL FEEDBACK	Compare your answers against suggested responses.
GROUP LEARNING OBJECTIVE	Develop and analyze sample programs based on six criteria.
GROUP ACTIVITY	Develop sample program goals and share them with a partner.

ACTIVITY 7 — Describing the elements of a well-written program goal

Before starting this activity, it is important that you review the reading for Competency 6 on page 14. In this activity you will describe the elements that comprise a well-written goal and write three sample goals based on those elements.

1. List six criteria for a well-written program goal.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

2. Write three sample goals that would be appropriate for your career guidance program.

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

INDIVIDUAL FEEDBACK

Compare your answers against suggested responses.

Review your list of criteria to see if it includes the following. Well-written program goals should--

-- be written at an appropriate level of generality.

-- be focused on the client.

-- be written in clear and direct language.

-- avoid specifying program processes.

-- be suggestive of the expected client performance, and

-- be consistent with the theoretical base of the career guidance program.

Now, review your three sample goals to see if they conform the six criteria stated above.

GROUP ACTIVITY

Develop sample goals and share them with a partner.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Divide the large group into pairs.	The Individual Activity should be completed prior to starting the group activity.
2. Have partners exchange the sample goals that they wrote as a part of the Individual Activity.	
B. Providing Feedback	
1. Ask the partner's to analyze and critique one another's sample goals based on the six criteria. (Allow approximately 15 to 20 minutes.)	Criteria should be listed on the chalkboard during this phase of the activity. (See Indvidual Feedback for Individual Activity.)

Facilitator's Outline	Notes
2. Have participants amend their goals based on feedback from their partners. 3. Summarize with the large group some of the concerns, problem areas, and so forth that developed during the activity.	

Learning Experience 7

Relating Agency and Career Guidance Program Goals

OVERVIEW

COMPETENCY	Describe the agency's goals as a whole, and indicate how these goals will affect the potential goals of your career guidance program.
READING	Read Competency 7 on page 19.
INDIVIDUAL LEARNING OBJECTIVE	State the overall goals of your agency.
INDIVIDUAL ACTIVITY	Research the goal statements of your agency.
INDIVIDUAL FEEDBACK	Share the results of your research with your supervising administrator and discuss the accuracy of your findings.
GROUP LEARNING OBJECTIVE	Indicate how the overall goals relate to the goals of your career guidance program.
GROUP ACTIVITY	Develop the rationale for the goals of your career guidance program based on the overall goals of your agency.

INDIVIDUAL ACTIVITY

Research the goal statements of your agency.

Prior to starting this activity review the reading for Competency 7 on page 19. This activity requires that you seek out the goals for your agency that have been adopted by the policy-setters for your system. If your career guidance program is school-based, research and make copies of your board of education's adopted goals for the school district. Additionally, many superintendents and principals have stated administrative positions that extend the board's goal statements. If your career guidance program is part of the JTPA implementation, read the act, the regulations, and the policies regarding the overall goals for the labor force. If your career guidance program is part of the Employment Service operation, review the Wagner-Peyser Act and your state department's policies regarding the goals for the Employment Service. If you are in some other setting, seek out the policy statements upon which the program operates. If there are no such statements in writing, make an appointment to see the chief executive of your system and ask the administrator what the overall goals for the program are.

Find these statements and complete the following tasks:

1. Identify the goal statements that have implication for the career guidance program.

2. Write an short explanation of those implications.

INDIVIDUAL FEEDBACK

Share the results of your research with your supervising administrator and discuss the accuracy findings.

Plan to meet with your supervising administrator and discuss the findings that surfaced while you were completing this activity. If appropriate compare what you identified as having implication for career guidance with what had already been done by the career guidance planning committee. Your discussion will probably be enlightening to you as well as to your administrator.

GROUP ACTIVITY

Develop a rationale for the goals of your career guidance program based on the overall goals of your agency.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Have participants complete the Individual Activity.	
2. Ask for volunteers to share their agency goals with the large group. Write them on the chalkboard or a large pad.	It would be advantageous to have sample goals. Also, copies of JTPA Act Regulations and the Wagner-Peyser Act should be available.
B. Analysis of Goals	
1. Ask the group to assist in identifying the goal statements with implications for the career guidance program and explain those discussion implications.	If participants are from various settings, try to get a range of goals for discussion purposes.
2. Analyze three or four examples in this manner.	
C. Providing a Rationale	
1. Have each participant write a one or two paragraph rationale for their career guidance program based on the agency's overall program goals.	Allow approximately 15 minutes for this portion of the activity.

Facilitator's Outline	Notes
2 Have volunteers share the written rationales with the entire group who will check them for soundness	A good follow-up to this activity is to suggest to participants that they share the rationale statements with the administration in their particular setting

Learning Experience 8

Involving Relevant Audiences in Goal Setting

OVERVIEW

COMPETENCY	Identify all audiences that should have input in setting goals for the new or emerging career guidance program and design a strategy to obtain their input.
READING	Read Competency 8 on page 19.
INDIVIDUAL LEARNING OBJECTIVE	Identify all the audiences that should have input in setting goals for your career guidance program.
INDIVIDUAL ACTIVITY	Compile a list of all the relevant audiences in your community.
INDIVIDUAL FEEDBACK	Share your list with an individual who will provide you with feedback.

INDIVIDUAL ACTIVITY Compile a list of all the relevant audiences in your community.

Review the reading for Competency 8 on page 19. Then, list the groups in your community that should be represented in your career guidance program goal setting process. This list should include all the groups in your community who have interest in, use for, or help support your program. Remember the broader the base of your input group, the sounder your program goals will be and the more support you will have for them from the people in your community.

Category	Name of Specific Group	Person Representing Group
From Your Agency		
Policymaker:		
Administrator:		
Training Staff:		
Client Representative:		
Career Guidance Program Staff:		
_____		
_____		
From Other Employment and Training Service Providers		
School-Based Career Education:		
Employment Service:		
Vocational Rehabilitation:		
JTPA Service Delivery Systems:		
_____		
_____		

Category	Name of Specific Group	Person Representing Group
From Your Employing Community		
Chamber of Commerce		
Industry-Education Council		
Service Clubs		
Organized Labor		
Apprenticeship Standards		
_____		
_____		
Interested Others		
Parents		
Churches		
Libraries		
Relevant Advocacy Groups		
Social Services (Welfare) Department		
Private Social Services		
Mental Health Department		
Mental Health Association		
Probation Department		
Elected Officials		
Other		
_____		
_____		

INDIVIDUAL FEEDBACK

Share your list with an individual who will provide your feedback.

First, examine your list to review the comprehensiveness of it. Note the additions you made under "other": do these groups or organizations have functions similar to any of those listed? If you cannot identify some of the groups listed, chances are that they may not be relevant to your career guidance program. Once your list has been finalized, find a knowledgeable person to provide feedback to you.

Learning Experience 9

Placing Priorities on Goals

OVERVIEW

COMPETENCY	Identify several short- and long-range goals for the program, prioritize these goals goals using predetermined criteria, and gain administrative support for the selected goals.
READING	Read Competency 9 on page 20.
INDIVIDUAL LEARNING OBJECTIVE	Identify and prioritize your program goals.
INDIVIDUAL ACTIVITY	Categorize the goal suggestions you received in the input process and prioritize them.
INDIVIDUAL FEEDBACK	Review your prioritized goals and share your results with other members of the career guidance team.
GROUP LEARNING OBJECTIVE	Gain your administrative support for selected goals.
GROUP ACTIVITY	Role play the presentation of the goals to your administrator.

INDIVIDUAL ACTIVITY **Categorize your goal suggestions and prioritize them.**

If the input process you have used for identifying possible client goals has been sufficiently broad, you probably have a mountain of specific "expected client performances." Your task now is to bring some order to the wealth of information, make some decisions about what you will try to do with the clients in your program, and design a report for communicating those goals to others who need to appraise them. Prior to starting this activity, review the reading for Competency 9 on page 20.

First, you should categorize the specific suggestions that you have received. In planning the input process, you developed some basic categories. Three basic categories of expected client behaviors are--

-- knowledge of self,

-- knowledge of work world, and

-- the ability to relate the two.

You need to list the specific behaviors suggested under each of the basic categories. Simple "cutting and pasting" the written input will usually accomplish this task. **Do that with your input materials.**

Within each of the basic categories, some subcategories will emerge. Look for these subcategories and label them appropriately. In a similar recent exercise for a school system, the inputs categorized in the three above groups, yielded 24 pages of specifics. The following subcategories were found:

I. Pupils will have knowledge of themselves as workers. They will--

   A. understand how their strengths and limitations relate to job choice.

   B. appreciate their own work-related assets.

   C. develop work skills.

   D. develop work values.

   E. understand the need for career goals.

   F. understand the value of work to their own development, and

   G. see relationship between their work and the other facets of their lives.

II. Pupils will develop realistic perceptions of the world of work. They will--

   A. have information about the world of work, and

   B. be able to relate own career choice to labor market information.

III. Pupils will be able to take actions relating themselves to the world of work. They will--

A. use effective decision-making skills.

B. use effective problem-solving skills.

C. use effective goal-setting skills, and

D. be able to cope with change.

Now complete the worksheet, "Categorizing and Prioritizing Goals for Your Career Guidance Program."

Note: Ideally, this process should be completed by a team of persons.

1. List your goals by basic categories and subcategories on the worksheet.

2. Now work with your subcategory headings. These subcategories become the potential expected client performances for your program, or your program goals. Next place priorities on the behaviors to determine what you will actually be addressing.

3. In the column "Rank of Client Need" assign a ranking from 1 to 5 for each goal subcategory. The rankings reflect how much assistance you think your clients need for meeting a particular goal. Assigning a number 1 means your clients have relatively little need for help in that area; assigning a 5 means your clients need a lot of help in that area.

4. In the column "Rank of Importance" assign a ranking from 1 to 5 for each goal subcategory that reflects how important it is that your clients are able to meet the expected behavioral outcome. Assigning a 1 means that **relatively** speaking, meeting the goal is of less importance to your clients than others. Assigning a 5 means that a goal is very important. (Note: Remember that each item on the list is a goal and is by definition important, worthwhile, and so on, but you are now helping yourself make some hard decisions about what things you can and should be actually working on.)

5. In the column "Rank of Program Competency" assign a ranking from 1 to 5 for each goal subcategory that reflects the level of your program's ability to help clients meet that expected performance behavior. (Again, 1 is low and 5 is high.)

6. Add the rankings together to arrive at a numerical total for each subgoal.

7. Rank order the subgoals according to their relative numerical totals.

You have now arrived at a priority ranking of the goals that seem appropriate for your career guidance program.

Worksheet

Categorizing and Prioritizing Goals for Your Career Guidance Program

Goals by Basic Categories & Subcategories	Rank of Client Need	Rank of Importance	Rank of Program Competency	Total	Priority Ranking
I.					
A					
B					
C					
D					
E					
II.					
A					
B					
C					
D					
E					
III.					
A					
B					
C					
D					
E					

INDIVIDUAL FEEDBACK

Review your prioritized goals and share them with other career guidance team members.

Now that you have arrived at a priority ranking of the goals for your career guidance program, examine them closely relative to the following questions:

1. Do your prioritized goals reflect those which can be accomplished in a relatively short time period?

2. Do your prioritized goals reflect those that your career guidance program can meet most effectively?

Once you have analyzed your prioritized goals, it is suggested that you also share the results of this activity with other career guidance staff members within your setting. This will enable you to get broad and varied opinions on the prioritization of goals which normally will occur when the prioritization of goals is done through a group process.

GROUP ACTIVITY

Role play the presentation of the goals you have selected to your administrator.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Remind the participants that in getting ready to sell their selected guidance program goals, it is important to remember that-- a. they have received input into the goal-setting process from a broad base of community persons, and b. they have categorized and prioritized them through an objective process.	

Facilitator's Outline	Notes
2. Indicate that by completing the goal-setting process, participants have developed an understanding of the relationship between the career guidance program goals and general program goals of the agency.	
B. Preparing a Presentation	
1. Ask the participants (as homework, or give them 30 minutes of workshop time to prepare) to develop a 10 minute presentation of their selected program goals to their respective administrators.	
The presentation should include --	Provide each participant with three 3" x 5" cards to be used to outline a, b, and c.
a. information about the relationship between agency's goals and the career guidance program goals;	
b. a description of the process used and the people involved in setting the career guidance program goals; and	
c. an explanation of the judgments made by the team in the prioritization process.	
2. Indicate that the style should be clear, direct, and simple; that is, the goals should be stated so that anyone would understand them. The following example is from a recent school-based experience. It has also been used with JTPA program operators to help them further refine their career guidance program components. Included are explanations of the three basic career guidance program goals mentioned in the previous experience.	
a. **Knowledge of self** entails, but is not limited to, awareness and exploration of such things as one's interests, aptitudes, limitations, values, feelings, experiences, and relations with others.	

Facilitator's Outline	Notes

b. **Knowledge of the world of work** entails, but is not limited to, awareness and exploration of such things as work habits, job tasks, make-up of the labor market, economic market, economic conditions, education and skill requirements, and job specialization.

c. **Processes for relating one's self to the world of work** are such things as learning, decision making, self-analysis, relating with others, adapting to change, planning and goal setting, acquiring technical and job getting/keeping skills.

3. Divide group into groups of three people each. Each person in turn will be the presenter, the administrator, the observer.

   The presenter will make a presentation.

   The administrator will receive some direction from the presenter as to the personal characteristics and administrative style of administrator in the presenter's setting and will attempt to play that role.

   The observer will participate as an objective observer to the ensuing dialogue and will give feedback to the presenter as appropriate.

   Each presenter will be given 10 minutes to make a presentation and receive 5 minutes of feedback from the administrator and the observer.

C. Provide Feedback

1. Ask the administrator and the observer to offer feedback to the presenter regarding--

   a. the relationship between the agency's goals and the career guidance programs goals.

Facilitator's Outline	Notes
b. the process and people involved in the goal-setting process; c. the judgments made by the career guidance program developer; and d. the clarity and simplicity of style used in the presentation. 2. Listen to the various role play activities and include some of salient points which developed in the activities in the overall summary at the end of the workshop.	

Learning Experience 10

Communicating Career Guidance Program Goals

OVERVIEW

COMPETENCY	Communicate the career guidance program goals to various groups in the community and solicit their reactions and suggestions for improvement.
READING	Read Competency 10 on page 21.
INDIVIDUAL LEARNING OBJECTIVE	Solicit reactions to and suggestions for improvement from community groups.
INDIVIDUAL ACTIVITY	Develop an input instrument for soliciting community groups' reactions and suggestions.
INDIVIDUAL FEEDBACK	Compare your instrument with a sample.

INDIVIDUAL ACTIVITY

Develop an input instrument for soliciting community groups' reactions and suggestions.

One way to obtain ongoing input into the established client goals for your career guidance program is to develop forms that provide you with this input each time you discuss goals in the community. At the end of each presentation you can solicit the community members reactions on paper and process the forms as time and necessity dictate. The form should be simple, to the point, and easy to complete.

Basically, you are seeking support for and suggestions about the goals which have been established through a sound input process. Thus, it is recommended that you present the goals on a form and ask your audiences whether they think the proposed goals are essential, important, unimportant, or inappropriate. Now develop a sample instrument for soliciting reactions to suggestions on your career guidance program goals. The following format can serve as a guide.

Sample Input Form

Career Guidance Program Goals

The following have been identified as **client needs** for our career guidance program. Please indicate to what degree you feel each is: Essential, Important, Unimportant, or Inappropriate.

(Basic Goal Category)

(Goal Subcategories)

(Specific Expected Behaviors)

Needs	Ratings			
	Essential	Important	Unimportant	Inappropriate

(Basic Goal Category)

(Goal Subcategories)

(Specific Expected Behaviors)

Needs	Ratings			
	Essential	Important	Unimportant	Inappropriate

(Basic Goal Category)

(Goal Subcategories)

(Specific Expected Behaviors)

Needs	Ratings			
	Essential	Important	Unimportant	Inappropriate

(Basic Goal Category)

(Goal Subcategories)

(Specific Expected Behaviors)

Needs	Ratings			
	Essential	Important	Unimportant	Inappropriate

Other: (to be filled in by participants)

	Essential	Important	Unimportant	Inappropriate

Additional Comments: _____

INDIVIDUAL FEEDBACK

Compare your instrument with a sample.

A sample instrument designed for soliciting input is shown below. The "Needs" column reflects the statements of the expected client behaviors, and the "Ratings" columns provide for the judgmental input requested. The final section allows for comments, reactions or listing of other expected behav-

Input Form

Career Guidance Program Goals

The following have been identified as **client needs** evidenced in our program. Please indicate to what degree you feel each is:

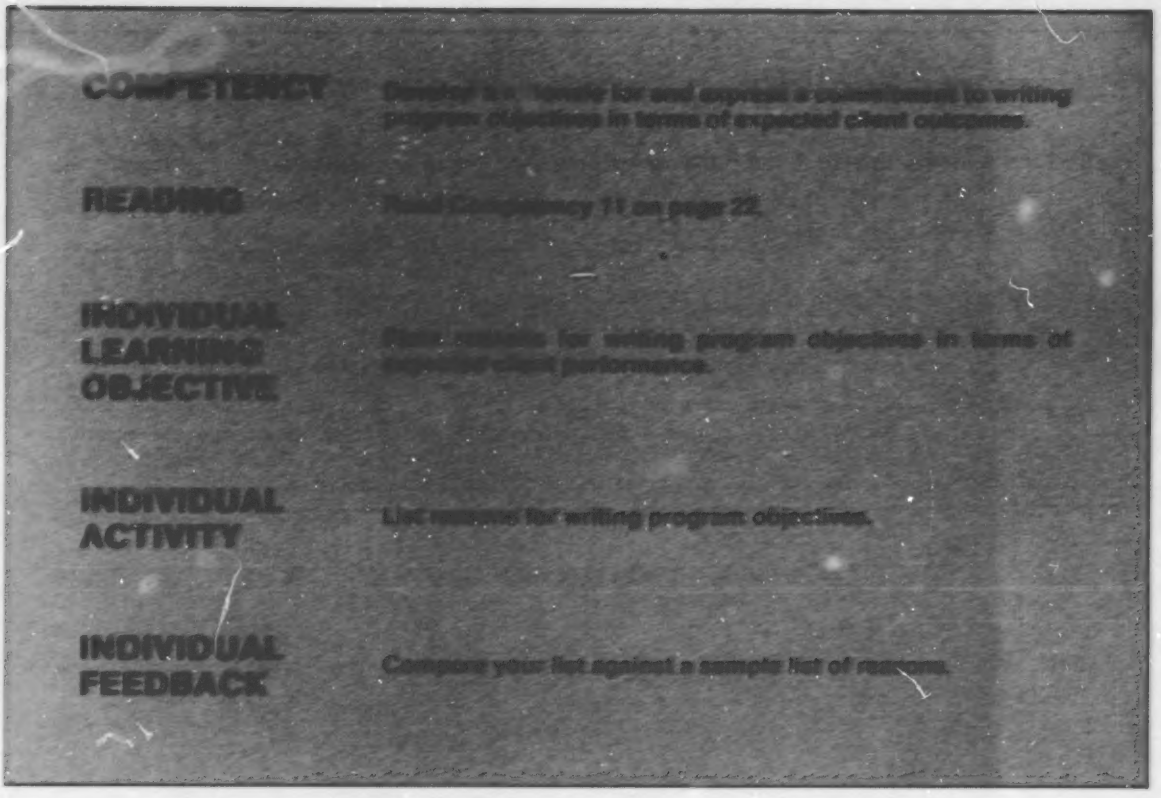
Needs	Ratings			
	Essential	Important	Unimportant	Inappropriate
I. **Career Planning Needs:**				
Relating learnings to future lives				
Finding out about personal strengths				
Relating learnings to job lives				
II. **Career Development Needs:**				
Understanding jobs and occupations				
Finding out about job training				
Understanding the relationship between education/training and work				
Learning decision-making and goal-setting skills				
III. **Personal Needs:**				
Understanding themselves				
Understanding others				
Understanding family				
Solving problems				
Being proud of accomplishments				
Learning self-direction skills				
Learning how to help others				
IV. **Other Needs:**				
_____				
_____				

NOTES

Learning Experience 11

Developing a Rationale for Program Improvement

OVERVIEW



INDIVIDUAL ACTIVITY

List reasons for writing program objectives.

Prior to doing this activity review the reading for Competency 11 on page 22.

1. List the reasons for specifying program objectives in terms of expected client performances.

2. Explain in a sentence or two why writing program objectives in terms of expected client performances is a good idea.

INDIVIDUAL FEEDBACK

Compare your list against the following list of reasons.

The reasons for writing program objectives in terms of expected client performances include, but are not limited to the following:

- Break goal statements into further level of specificity
- Focus program planners' and implementers' thinking
- Lead to defined program implementation strategies
- Clarify what you expect from your clients
- Help measure overall effectiveness of program
- Help measure progress of clients toward goals
- Help measure effectiveness of specific program activities
- Aid in planning program improvement

NOTES

Learning Experience 12

Translating Goals into Performance Objectives

OVERVIEW

COMPETENCY	Translate overall program goals into performance objectives that specify the target audience and conditions for training, testing or real-life performance, describe how desired outcomes will be measured, and state evaluative standards of performance.
READING	Read Competency 12 on page 23.
INDIVIDUAL LEARNING OBJECTIVE	Write performance objectives for your career guidance program goals.
INDIVIDUAL ACTIVITY	Write several performance objectives, as defined in the reading, for one of your career guidance program goals.
INDIVIDUAL FEEDBACK	Compare your objectives against suggested criteria.

INDIVIDUAL ACTIVITY

Write several performance objectives, as defined in the reading, for one of your career guidance program goals.

Think of the specifics related to a goal that you would like clients to attain and begin specifying performance objectives using the following format (refer to the reading for samples). Write as many objectives as you can for your selected goal. Prior to starting this activity, review the reading for Competency 12 on page 23.

Program objectives have four parts:

1. Actors or target population
2. Behaviors expected of clients
3. Conditions (strategies applied)
4. Degree (evaluation criteria)

Sample model:

_____
(Actors or target population)

after having _____
(conditions, strategies, or treatment applied)

will _____
(behavior expected)

as evidenced by _____
(degree of evaluation criteria performance)

It is important to recognize that in this activity only the process can be experienced and practiced. The ability to develop these objectives that will strengthen your entire career guidance program

INDIVIDUAL FEEDBACK

Compare your objectives with suggested criteria.

It is essential that a program objective statement include the A, B, C, D's of behavioral objectives. Review your performance objectives and indicate the following elements in each:

A. Actors or target population

B. Behavior expected of clients

C. Condition of performance

D. Degree of performance that is minimally acceptable

NOTES

Learning Experience 13

Distinguishing Between Acceptable and Unacceptable Objectives

OVERVIEW

COMPETENCY	Distinguish between acceptable and unacceptable performance objectives, determine the problems of each unacceptable objective, and revise each accordingly.
READING	Read Competency 13 on page 24.
GROUP LEARNING OBJECTIVE	Distinguish between acceptable and unacceptable performance objectives, determine the problems of each unacceptable objective, and revise each accordingly.
GROUP ACTIVITY	Share example performance objectives with members of your workshop group and analyze each to ensure that all parts are included.

GROUP ACTIVITY

Share example performance objectives with members of your workshop group and analyze each to ensure that all parts are included.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Divide the group into small groups of eight to ten people each.	Each group needs to have access to a chalkboard or large sheets of paper.
2. Present the information in Competency 13 on page 24.	
3. Have each participant write one example performance objective on the chalkboard or paper.	Sample performance objectives were developed in the Individual Activity in Learning Experience 12.
B. Analyzing Objectives	
1. Have the group analyze each objective for the required elements. If all four elements are not included, the developer and/or the group should complete the statement.	It is assumed that by stating eight to ten objectives in this manner, each workshop participant will learn how to address each of the four required elements.
2. Ask each participant to diagram his/her other objectives to ensure their completeness.	

Learning Experience 14

Arranging Your Program Objectives

OVERVIEW

COMPETENCY	Arrange the program objectives in a prioritized, sequenced list that reflects the developmental needs of the program's target population(s), and relate the program objectives to those of other programs designed to assist the target population(s).
READING	Read Competency 14 on page 25.
INDIVIDUAL LEARNING OBJECTIVE	Arrange your program performance objectives in a prioritized list that reflects the needs of your target population(s).
INDIVIDUAL ACTIVITY	Practice developing a prioritized and sequenced list of performance objectives.
INDIVIDUAL FEEDBACK	Compare your prioritized sequenced list with a sample model.

INDIVIDUAL ACTIVITY

Practice developing a prioritized and sequenced list of performance operatives.

(Note: Prior to beginning this activity, a list of career guidance program objectives needs to be available. This experience assumes that each participant has a document that lists several goals, their related subgoals, and some related sample performance objectives. Also, you should review the reading for Competency 14 on page 25.)

You should begin the process of arranging the objectives in some chronological sequence that meets the developmental needs of your clients. The following process is offered as a means to arrange the objectives you have listed. Please use a pencil with an eraser.

1. Within each subgoal, assign an ordering number to each objective indicating when it should be done in relationship to the other objectives in the subgoal category (i.e., decide by being able to say, "My clients need to accomplish _____ before they accomplish _____" and so on).

2. Next, within each goal, assign an ordering number to each objective within that goal. Look at the number 1s (the first-to-be-dones) for each subgoal, and decide which of the number 1s needs to be done first, and second, third and so on. By this time, your assignment numbers might look like--1.1, 1.2, 1.3, 1.4, 2.1, 2.2, and 2.3. You also need to check to see if all of your number 1s need to be done before you begin your 2s or if, in fact, 2.1, 2.2, etc., might come between 1.4 and 1.5. If so, renumber accordingly.

3. Then, when your order within each goal is complete, Assign an ordering to each objective regardless of which goal it falls under. Again, examine the 1.1s for each goal and decide which 1.1 needs to be accomplished first, second, third, and so on. By this time, your numbers might look like--1.1.1, 1.1.2, 1.1.3, 1.1.4, and so on; then 1.2.1, 1.2.2, 1.2.3, and so on.

4. When you have completed assigning the numbers, list your objectives in the sequenced order you have determined by the above method. This listing not only tells you the order you have decided upon, but it also gives you the opportunity to double check your ordering and allows you to see if your objectives will be accomplished in a developmentally appropriate sequence. Simply use a blank sheet of paper to make your final list of objectives.

Once again, you will need to check to see if some of the early 1.2s might more appropriately be accomplished before the later 1.1s.

Perhaps the "Sample Objective Ordering Chart" will be of assistance in visualizing this task.

SAMPLE OBJECTIVE ORDERING CHART

Goal	Subgoal	Program Objective	Revised number subgoal	Revised number objective

INDIVIDUAL FEEDBACK

Compare our prioritized, sequenced list with a sample model.

Although the goals may not be the same, the following sample model is presented for you to check your list against.

SAMPLE OBJECTIVE ORDERING CHART

Goal	Subgoal	Program Objective	Revised number subgoal	Revised number objective
1. To promote improved career decision-making	1.1 Start a "shadow" program in industry	1.1.1 After instruction, each client will be able to perform the employability skills of punctuality, human relations, and appropriate dress at all times while a part of the "shadow" program at the shadowing site.	1.2	1.2.1
		1.1.2 After one week on site each client will be able to write a report describing at least five activities in which he/she participated on site.		1.2.1
	1.2 Increase occupational information to clients	1.2.1 After obtaining funds, the program director will purchase at least five new occupational information publications as recommended by staff.	1.1	1.1.2
		1.2.2 Each staff member will write for two free materials each month, in his/her area of responsibility. Such an area will be assigned by staff agreement at a staff meeting. The publication, "Guide to Free and Inexpensive Materials," will be used as a source.		1.1.1

NOTES

EVALUATION

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1. Name (Optional) _____ 3. Date _____

2. Position Title _____ 4. Module Number _____

Agency Setting (Circle the appropriate number):

6. Elementary School
7. Secondary School
8. Postsecondary School
9. College/University
10. JTPA
11. Veterans
12. Church
13. Corrections
14. Youth Services
15. Business/Industry Management
16. Business/Industry Labor
17. Parent Group
18. Municipal Office
19. Service Organization
20. State Government
21. Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic): None	Slight	Some	Much	Very Much	POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic): Not Taught	Little	Some	Good	Outstanding
1. Defining the essential characteristics of planning models, describing the planning model currently in use in your setting, and describing your own personal planning style.	0	1	2	3	4	0	1	2	3	4
2. Discussing the advantages and disadvantages of using various models for the planning of your career guidance program to "significant others."	0	1	2	3	4	0	1	2	3	4
3. Deciding which of the various aspects of the planning models best suits the theoretical base of your program.	0	1	2	3	4	0	1	2	3	4
4. Clarifying the implications that each planning model has for the implementation of your program considering the career development/career choice theory on which you base your program.	0	1	2	3	4	0	1	2	3	4
5. Listing the steps you will take in planning your program.	0	1	2	3	4	0	1	2	3	4
6. Discussing the steps you will take in planning your program.	0	1	2	3	4	0	1	2	3	4
7. Describing what you would do in each step of the planning process and what information you would gather in each step.	0	1	2	3	4	0	1	2	3	4
8. Developing a plan of action for planning and your timetable.	0	1	2	3	4	0	1	2	3	4

9. Evaluating your planning model and making appropriate modifications.	0	1	2	3	4		0	1	2	3	4
10. Defining the criteria for a program goal, citing some good examples that others have written, and writing some for your own career guidance program.	0	1	2	3	4		0	1	2	3	4
11. Stating the goals of your organization as a whole.	0	1	2	3	4		0	1	2	3	4
12. Developing the rationale for your program's goals in light of the organizational goals.	0	1	2	3	4		0	1	2	3	4
13. Identifying all the audiences that should have input into setting goals for your career guidance program.	0	1	2	3	4		0	1	2	3	4
14. Designing a strategy for obtaining the input of various audiences.	0	1	2	3	4		0	1	2	3	4
15. Identifying and prioritizing your program goals.	0	1	2	3	4		0	1	2	3	4
16. Gaining your administrative support for selected goals.	0	1	2	3	4		0	1	2	3	4
17. Soliciting reactions to and suggestions for improvement of program goals from community groups.	0	1	2	3	4		0	1	2	3	4
18. Communicating the career guidance program goals to various groups in the community.	0	1	2	3	4		0	1	2	3	4
19. Stating reasons for writing program objectives in terms of expected client performance.	0	1	2	3	4		0	1	2	3	4
20. Writing performance objectives for your overall program goals.	0	1	2	3	4		0	1	2	3	4
21. Distinguishing between acceptable and unacceptable performance objectives, determining the problem of each unacceptable performance objective, and revising each accordingly.	0	1	2	3	4		0	1	2	3	4
22. Arranging your program's performance objectives in a prioritized sequenced list that reflects the developmental needs of your program's target population.	0	1	2	3	4		0	1	2	3	4
23. Relating your career guidance program's objectives to those of other programs designed to assist your target population.	0	1	2	3	4		0	1	2	3	4

Overall Assessment on Topic of Build a Guidance Program Planning Model

Comments:

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School	_____ Youth Services
_____ Secondary School	_____ Business/Industry Management
_____ Postsecondary School	_____ Business/Industry Labor
_____ College/University	_____ Parent Group
_____ JTPA	_____ Municipal Office
_____ Veterans	_____ Service Organization
_____ Church	_____ State Government
_____ Corrections	_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART I

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Individual	0	1	2	3	4
Learning Experience 6					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 7					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 8					
Individual	0	1	2	3	4
Learning Experience 9					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 10					
Individual	0	1	2	3	4
Learning Experience 11					
Individual	0	1	2	3	4
Learning Experience 12					
Individual	0	1	2	3	4
Learning Experience 13					
Group	0	1	2	3	4
Learning Experience 14					
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected

Outstanding: If more than 75% of learners mastered the content as expected

PART III

SUMMARY DATA SHEET —Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
6 = score (1-4)	_____	5 = score (1-4)	_____
7 = score (1-4)	_____	6 = score (1-4)	_____
9 = score (1-4)	_____	7 = score (1-4)	_____
13 = score (1-4)	_____	8 = score (1-4)	_____
14 = score (1-4)	_____	9 = score (1-4)	_____
Total	_____	10 = score (1-4)	_____
(add up)		11 = score (1-4)	_____
		12 = score (1-4)	_____
		14 = score (1-4)	_____
		Total	_____
		(add up)	

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities which require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Build a Guidance Program Planning Model*

Module Number: CG A-5

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Determine the best planning model.	1. Were the small groups able to determine advantages for each planning model? 2. Were the small groups able to determine disadvantages for each planning model? 3. Were participants able to describe planning models appropriate for their settings?
Group Activity Number 2: Discuss the implications of the characteristics of each planning model.	1. Were participants able to discuss the theoretical base behind their programs? 2. Were participants able to discuss how the different models related to their programs?
Group Activity Number 3: Discuss the steps involved in planning the career guidance program.	1. Were participants able to describe the steps they would need to complete to implement the career guidance program?
Group Activity Number 4: Describe the activities that will take place in each step of the planning process.	1. Were participants able to reach concensus on the appropriate substeps to be included in the general step that they had been assigned? 2. Were participants able to present the work of their small groups?
Group Activity Number 5: Develop sample program goals.	1. Did the participants' goals meet the criteria presented?

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 6:	
Develop rationale for the goals of the career guidance program.	1. Were participants able to identify the goals of their agencies? 2. Were participants able to identify the agency goals that had implications for the career guidance program?
Group Activity Number 7:	
Role play the presentation of goals to an administrator.	1. Did participants' presentations indicate-- a. how the career guidance program goals relate to the agency's goals, b. the process used and the people involved in setting the career guidance goals, and c. the judgments made by the team in the prioritization process?
Group Activity Number 8:	
Analyze performance objectives	1. Were participants able to analyze performance objectives for each of the required elements?

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ADDITIONAL RESOURCES

Material listed in this resource section are ones that can provide you with additional knowledge and skills in the area of career guidance program planning.

Establishing Program Goals. Charles Dayton, National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance. American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302, 1978. Cost $3.00.

This document is designed to assist an individual to define a comprehensive set of goals for a career guidance program, using the results of assessments. The readings and associated activities address the following topics: drafting goals, classifying goals, setting priorities, and evaluating and reporting planning activities. The document is practical and easy to follow. It would be extremely useful to persons in any setting and are responsible for the establishment of goals.

Planning and Implementation: A Coordinator's Guide to Career Guidance Program Development. Valija Axelrod, Mary M. Korfhage, and Karin S. Whitson. The Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210, 1977.

This handbook is one of a series designed for rural school personnel interested in developing career guidance programs. It is intended to upgrade the planning skills of those responsible for developing career guidance programs. The handbook describes establishing and orienting a career guidance program planning committee, systematic procedures for planning a career guidance program and exemplary materials which could be used in a career guidance program planning implementation effort. Although portions of the handbook do relate to specifics of the Rural America Series of which it is a part, the majority of the information is useful to anyone planning a career guidance program.

Program Development Model, Charles Dayton and H.B. Gelatt. National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance. American Institutes for Research, P.O. Box 113, Palo Alto, California 94302. Cost $3.20.

The primary purpose of this document is to provide an overview of a specific career guidance program planning model. However, the publication provides general information that would be useful to one involved in planning any career guidance program. Sections within the document discuss the need for staff development in program planning and evaluations, a model for developing comprehensive career guidance programs, and the advantages and disadvantages of career guidance program planning and evaluating. Individual activities are included throughout the module.

Educator's Handbook for Secondary Career Guidance Programs: New Hampshire Guidelines, Richard A. Gustafson et al. New Hampshire Research Coordinating Unit, State Department of Education, Concord, New Hampshire, 1975. 148 pp.

A plan for delivering a career guidance program at the local school district is presented. The document has nine sections: Needs Assessment; Organization and Management; Program Activities (areas covered are values, decision-making skills, and world of work and leisure); Career Information Centers; Community Services; Counseling Services; Placement Services; Follow-Up Services; and Evaluation of Services. In the Needs Assessment section, there is "A Model for Educational Planning," instructions for conducting a survey and the survey form. In the Program Organization and Management, the following topics are addressed--needs, objectives, program structure and content, personnel, budget, evaluation, and plans of action. The Career Information Resource Center section has information on facilities and location, activities and staffing, materials and acquisition, and a catalog of materials. The Placement section has information on preliminary considerations, probable services of high school placement programs, and hypothetical situations. State and local educational leaders who are responsible for planning of career guidance programs may find the materials included in this publication to be of value in the planning process.

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

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A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
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Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING
- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Teams
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING
- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING
- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING
- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING
- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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